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**THE DESIGN AND IMPLEMENTATION OF A READING COMPREHENSION
INTERVENTION BASED ON THE GENRE-BASED APPROACH (GBA)
MEDIATED BY CALL (COMPUTER-ASSISTED LANGUAGE LEARNING)**

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I, Orlando Heyr Barrios Barrios, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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Abstract

The implementation of a method that engaged fifth graders with the reading activities and that allowed them to develop and increase their reading comprehension skills emerged after an observation and analysis that let us know that some students struggled with tasks related with the exercise of reading. Such analysis showed that the main reasons of this difficulties were: the lack of vocabulary, the restricted diversity of materials to use, the frequency in which students experience technology with reading tasks was quite limited, a method to foster reading comprehension that follows a systematic component for vocabulary instruction was not consistent.

The main objective of this research was to define a method to teach reading which included the most suitable strategies that helped students to overtake these obstacles which clearly affected their reading comprehension and their motivation towards reading in English. Following the GBA principles (Genre-Based Approach) mediated by the Computer-Assisted Language Learning (CALL) learners were able to strengthen their reading abilities using narrative short stories. The cycle of the emancipatory-action research was followed: plan, act, observe and reflect.

Implementing GBA where learners had the opportunity to connect themselves with narrative texts, specially short stories, learning the way it was structured and understanding how it worked in terms of organization, characteristics and use of language; the data collection tools and other techniques used within the plan, it was demonstrated that students were able to improve their reading comprehension abilities when following a well-designed and clearly defined method as it was used with the genre based cycle.

To my dear God (mine), the Great Artist, The Creator, The Precursor of my existence.
To my mom who has silently believed in what I want and what I am, with her infatigable
dedication and perennial love; solid, strong.
And to all those who believe they deserve being part of this fulfillment; I also express
my gratitude and share my delight.

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1. Introduction

Reading skills have been a critical component in the learning of English as a foreign language in non-native speakers' schools since reading comprehension activities turned out a mechanical and boring action, even more when the focus of these exercises is based on long texts or the action of open and look at a book. Accomplishing language learning goals depends; to a large extend, in the learner's reading practice. "Reading is useful for language acquisition...the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing" (Harmer, 2007, p.99).

The implementation of the Genre-Based Approach as the spine of this study attempts to find the answers for some reading comprehension difficulties middle school learners are facing nowadays. The use of the GBA offers a systematic reading methodology in which teacher will be able to give clear instructions for learners to use a logical order that allow them to organize information in a better and practical way (Firkin, Forey, & Sengupta, 2007). Likewise, Computer Assisted Language Learning environments for EFL learners has emerged as an enormous source of language learning through both reciprocal and non-reciprocal interaction that allows learners, besides having a practice on other skills, develop reading abilities in a practical, engaging and meaningful way. "CALL is a language learning and teaching approach in which the computer is used as a tool for presentation, assisting students, and evaluating material, and has an interactional element" (Jafarian, Soori, & Kafipour, 2012, p. 138). The combination of these two aspects points out on the designing of reading tasks that is going to be one of the relevant parts of this study as well.

In this section, various tenets of Genre-Based Approach (GBA) mediated by Computer Assisted Learning Language (CALL) in the development of Reading Comprehension tasks will take place, so it is crucial to provide some definitions of concepts

related to sociocultural and reading theories, reading comprehension, Genre Based Approach, and Computer Assisted Language Learning. This proposed study seeks to contribute on the enrollment of students with reading activities in the English class environment, as well as the development of reading strategies that would stimulate learners' motivation towards reading.

1.1. Description of the context

The German School is a private institution located in the Caribbean coast of Colombia, more specifically in the city of Barranquilla. It has a population of 1.158 students approximately; most of them are part of an upper- middle- class. The school offers a bicultural (Germany-Colombia), Multilanguage and democratic education aiming to edify citizens with clear abilities to think critically, interact, being autonomous, the strengthening of values and the respect of the differences and diversity. The institution is economically supported by the government of the Federal Republic of Germany which demands specific academic results to gain access to these funds; it is basically related to the learning of the German language and the obtaining of International Baccalaureate Diplomas.

The institutional education project is focused in the environmental and social sensitivity, and the learning of German and English languages, which constitutes the learning core of the school. Levels or grades go from Kindergarten, primary, middle school to High school, and the German educational system and organization is followed (klassen 1 to 12). Learners have their first English classes in klassen 2 (first graders in Colombia) and until klassen 12 (eleventh grade) English is taught four hours a week (60 minutes per hour).

A series of Pearson – Longman called Cornerstone is used in classes from third grade (klassen 4) to sixth grade (klassen 7); a multi-level English Language learning program that attempts to accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills; it offers a book and a workbook to students and a teachers'

edition book that contains some assessment materials and C. D's for listening activities. The student book is formed of 6 themes units, each of them display three content-area readings, for a total of 24 selections a year. The most of the classrooms in the institution hold a computer with an audio system and a smartboard, all these resources facilitate students' performance and the development of some skills such as vocabularies and listening activities.

The study will take place in the middle school section, with a genre mixed group of fifth graders (or klassen 6) between the ages of eleven and twelve who (at least half of them) have struggled with reading assignments due to the fact that reading tasks are usually monotonous, so that students' motivation for reading activities have decreased affecting comprehension and the academic performance of students in the class.

2. Needs analysis

To carry out the study, it was relevant to have a first step that basically consisted of an analysis of necessities of the context, based on the low performance some students have shown in the development of activities and exercises related to reading comprehension; for that reason, a questionnaire was designed and applied with students and an interview for teachers. These instruments attempted to find the starting point or the root of the problem learners are facing nowadays when doing reading. Therefore, the following analysis shows the perceptions that sixth graders have towards the English class and, more specifically, about the reading skills' development in the German School in Barranquilla.

2.1. Data Collection Procedures

The data collection techniques used to understand the contextual problem and some of its implications in students' reading comprehension performance were a questionnaire and an interview. The questionnaire is a combination of closed-ended and opened-ended in which we can basically observe students' preferences in some aspects of the English class as well as their opinions about some processes, methods and teaching techniques, among others. As Dawson (2007) highlights in the difference between the types of questionnaires: "In open questions respondents use their own words to answer a question, whereas in closed questions prewritten response categories are provided" (p. 91).

An interview was carried out to know teachers' perceptions about some students' behavior and performance toward the English class and more specifically the development of reading comprehension skills. This was a semi structured interview in which the answers can be easily compared with the information gathered in other interviews; of course, same questions should have been made (Dawson, 2007). Therefore, the analysis was conducted based on a qualitative view.

The questionnaire is divided in 5 different sections applied in a group of twenty-two students who took no more than forty minutes to answer the questions. Thus, the considered categories were materials, methodology, learning styles, text types, and four open ended questions that are aimed to explore some aspects that aforementioned categories could not cover, in a certain way.

Firstly, it is mandatory to say that for each item students should have organized the options from 1 to 5 according to the importance each point had for them; taking into account that number 1 was the most important. Therefore, a sample of the questionnaire students responded about materials has been displayed, to have a general idea of what it was basically about. Then, graphs showing the results of student's answers per question will be shown and explained, for a better understanding on learners' interests, opinions, and/or preferences. The designed and applied formats for the need analysis can be seen in the appendices section.

(Appendices 1 and 2)

2.2. Results

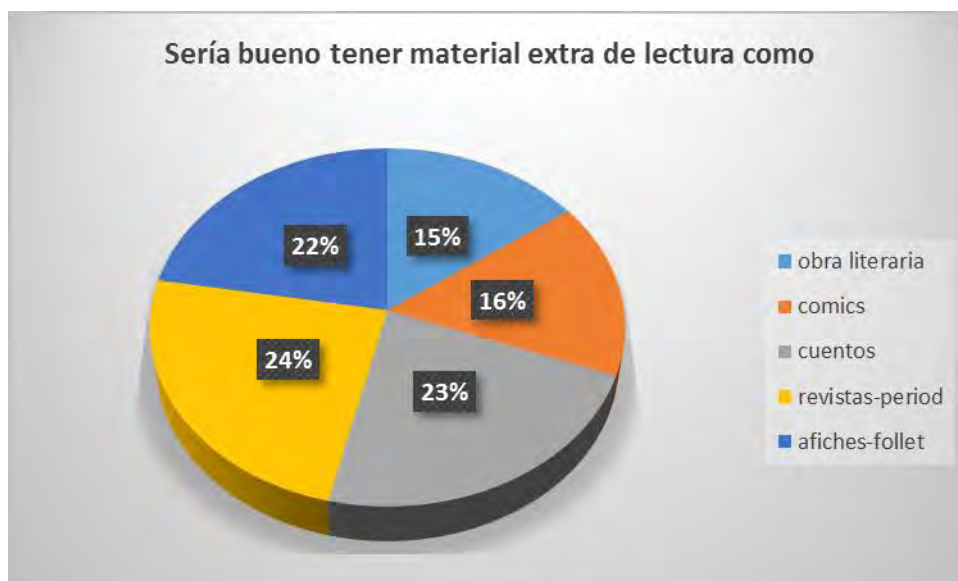
The first group of graphs show the students responses about materials:



Graph 1. Cuando estoy en casa puedo leer usando
Source: Author's creation



Graph 2. En clase de inglés prefiero las lecturas que se hacen usando
Source: Author's creation



Graph 3. Sería bueno tener material extra de lectura como
Source: Author's creation



Graph 4. Las lecturas del libro en Inglés son
Source: Author's creation

According to this analysis, it could be considered that students' preferences for reading at home are books, although they would like to read using a smartboard when they are in classes. The questionnaire results also shows students' suggestion about what they like to read out of the classroom; they tend to do reading of comics and "obras literarias". In addition, they think the readings the book offers are interesting. On the other hand, others

features are seen, such as the negative attitude towards reading of newspapers or magazines, as well as the use of photocopies.

The second group of graphs shows the students responses about methodology and types of activities.



Graph 5. Temas de lectura quemás disfruto

Source: Author's creation



Graph 6. Después de leer me gustaría

Source: Author's creation



Graph 7. La mejor actividad es la relacionada con
Source: Author's creation



Graph 8. Los profesores de Inglés hacen actividades de lectura
Source: Author's creation

The answers related to the methodology use show students' tendency to the use of technology in reading, as well as the interest of fiction and fantasy literature. They also agree on the fact that the reading activity they enjoy the most is the Reading Team activity that consists of making groups of students in which they discuss for 20 or 30 minutes about the most important issues of the reading and then one student per team will be selected to answer a pair of questions; this person is in charge of the representation of the whole team.

Collaboration is evident in the development of this reading strategy since students concern about their partners' preparation for the -reading competence-. In general students indicate that the way teachers suggest reading activities is favorable.

This third group displays the student's preferences to learn:



Graph 9. Cuando leo en clase me gusta hacerlo
Source: Author's creation

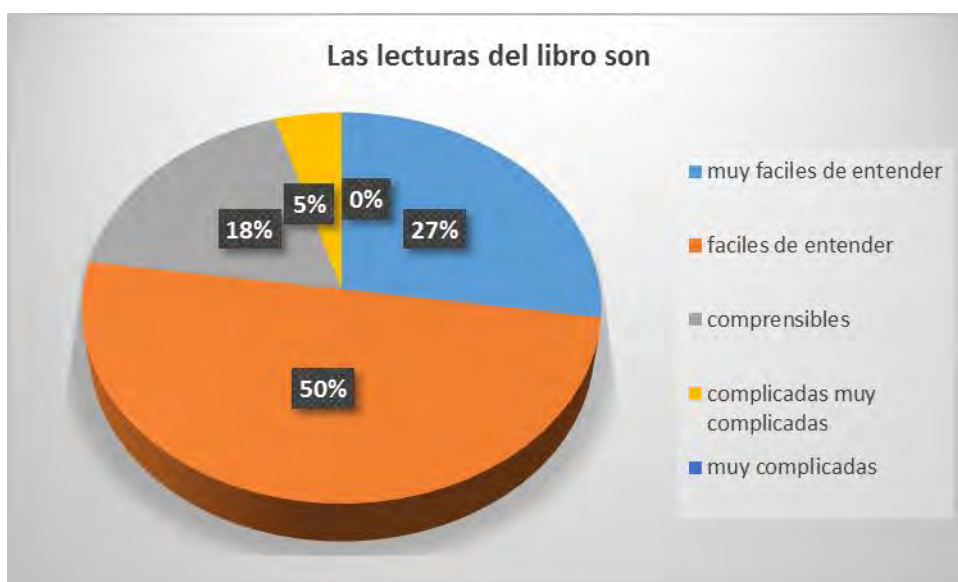


Graph 10. Las actividades que más disfruto son
Source: Author's creation

Students, in this category, show a clear tendency to enjoy working with others, which means that cooperative and collaborative learning would be an essential approach to use in

this context. Besides, they consider activities that involve sounds and movements are more appealing to them.

For the next category students needed to select only one answer. This category is related to texts' types.



Graph 11. Las lecturas del libro son
Source: Author's creation



Graph 12. Las historias normalmente son
Source: Author's creation



Graph 13. Las historias que leemos...
Source: Author's creation



Graph 14. Los textos que más me gustan son
Source: Author's creation

According to this category, students perceive that the texts and stories the book offers are easy to understand and suitable for their level. Also, they showed their preference for narrative texts for reading. It is possible to say that the most of sixth graders tend to do reading by using a non-traditional way such as the ones that involves and being seated in a chair, in contrast collected data could demonstrate their tendency to learn and read by using technology along with cooperation and collaboration tasks.

Another instrument for data collection used was the teacher's' interview. This source was divided in three sections: materials, methodology and learning styles. Four teachers, 2 males and 2 females, between the ages of 26 and 40 teaching in different levels were interviewed. The analysis on the interview's answers is the next:

In the first portion of questions related to materials all of them agreed that the textbook students use in classes is quite pertinent for the program objectives, nevertheless some of them consider that activities related to comprehension are complicated for some students to understand sometimes. The most of them stated that the opportunities to offer or suggest extra materials for students to reinforce (different texts, copies, etc.) are limited due to the density of the program the textbooks offers; it also has a workbook. However, complementary activities in classes can take place such as the use of videos, audio c.ds, interactive activities and so forth. Three of the interviewed teachers considered that the length of some readings demotivates or affect student's attitude toward the reading activity, they claimed that this fact may prejudice learners against the reading exercise.

The second category referred to methodology showed that teachers almost always follow the same pattern to develop a reading class: vocabulary, reading of images, preview and predicting and reading comprehension questions at the end of the exercise. A couple of them think that the best strategies to motivate their students is by implementing the use of technology in the class; websites, interactive vocabulary exercises, among others, are the most common for them. In contrast, one of the teachers encourages their students by asking them to read a passage out loud and then define new vocabulary. Both parties considered the aforementioned activities as the ones learners enjoy the most when developing reading tasks.

The last part of the interview aimed to know about how much teachers take into consideration their students' preferences or styles to learn when teaching. They recognized

that among the topics their students prefer are those related with nature and animals, Sci-Fi and mystery. They also considered that the use of videos is an important part when engaging students with the topic before to read, it also gives learners the chance of making connections easily. Finally, interviewed teachers agreed that the point in which students struggled the most is in the lacking and/or using of vocabulary that, at the same time, leads to a poor reading comprehension as well as the reading comprehension questions the textbooks offers after doing a reading exercise.

2.3. Problem definition

Based on the results and conclusions made from the data collection instrument used with sixth graders and also taking into consideration teachers appreciation about reading processes and activities in the classroom, it is important to consider these specific and main problems: the lack of vocabulary affecting reading comprehension, the restricted diversity of materials to use, the frequency in which students experience technology with reading tasks is quite limited, a method to foster reading comprehension that follows a systematic component for vocabulary instruction is not consistent.

Therefore, the main objective of this research is to define a method to teach reading which include the most suitable strategies that help students to overtake these obstacles which clearly affect their reading comprehension and their motivation towards reading in English. The data collected in the questionnaire applied for students demonstrates some of their preferences related to activities and the using of tools in the English class, this information will be quite helpful to structured and design reading strategies or models that permit learners to succeed in the development of reading tasks.

3. Research question

The following research question guided this inquiry:

How does Genre Based Approach mediated by Computer Assisted Language Learning develop reading comprehension competency in sixth graders of the German School in Barranquilla?

3.1. General Objective

Analyze how *Genre Based Approach mediated by Computer Assisted Language Learning* develops reading comprehension competency.

3.2. Specific objectives

This proposed research attempts to achieve the following objectives:

1. Describe the influence of the application of the genre cycle in the improvement of the students reading comprehension level.
2. Describe how Computer Assisted Language Learning CALL supports the students' development of reading competences.

4. Theoretical Framework

4.1. Specific Theories underlying the Research

This paper will start by providing some viewpoints on how people learn and how they learn to read specifically. It is relevant to have some general views about these concepts in order to have a better understanding in how the genre-based approach (GBA) positively affects reading comprehension processes; the study will also provide various theoretical understandings of how Computer Assisted Language Learning (CALL) will be related as a mean to obtain specific reading comprehension objectives and improvements in learners' attitudes toward reading.

The most relevant constructs are the following: Sociocultural and reading theories, reading comprehension, Genre-Based Approach, and Computer Assisted Language Learning.

4.1.1. Reading and Sociocultural Theories.

Different perceptions and definitions about reading have emerged depending on social contexts and the focus reading processes may have. Sociocultural theories relate the ability to read in a comprehensive way with the knowledge of the context and cultures the readers may have and/or the experiences they have lived. As Pang, Muaka, Bernhardt and Kamil (2003) states:

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect. Having rich but different types of cultural

knowledge will also affect our understanding and appreciation of written text. For example, jokes and humor depend on shared cultural knowledge between the writer and reader (p. 19).

In contrast with the sociocultural theory it is the cognitive perspective of reading that considers it as a receptive ability that is relevant and mandatory for a learner's life in terms of knowledge (King, 1987; Rueda, MacGillivray, Monzo, & Arzubaga, 2001). This theory does not give relevance to learners' exposure to their social context and the interaction with it. Nevertheless, interaction became a meaningful reading issue which allows learners explore a variety of sources of knowledge; as Alyousef (2005) stated:

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). (p. 64)

Both focuses on knowledge mentioned by Alyousef (2005) are going to be aspects to be displayed in this paper and they will constitute an important part for suggested strategies. Nevertheless, distinct views about what reading is and how teachers and learners can make the most of it in teaching of EFL are going to be shown as well. A more social definition is the one made by the OCDE (2009b) that described reading as an individual capacity to comprehend, use and analyze written texts in order to achieve personal goals, to develop own knowledge and to participate thoroughly in the society.

There is not a chance for cognitive development to happen without learners' opportunity to interact with others who have a higher level of knowledge or are better informed (Aljaafreh & Lantolf, 1994; Lantolf & Thorne, 2006). Therefore, the sociocultural theory that is supported by the previous concepts also highlights the notion of scaffolding in

which modeling and feedback are fundamental to build skills until learners became independent. This idea was formulated for the first time by Vygotsky (1982) who called it Zone of Proximal Development and who defined it as follows:

The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when together with and guided by adults than when left alone, and can do so with understanding and independently. The difference between the levels of solved tasks that can be performed with adult guidance and help and the level of independently solved tasks in the zone of proximal development. (p. 117)

Rose (2006) proposed a series of three instructions to follow that involves the preparation for learning tasks, the evaluation of the process, and the elaboration of learning; a cycle of three steps that constitutes a repeated sequence and with which the concept of scaffolding has been reformulated by the principle of the learning cycle (Martin, 2006; Rose & Martin, 2012; Rose, 2016a). Axford, Harders, & Wise (2009) defined the scaffolding literacy approach and its main aim as:

To make explicit the practices good readers and writers use, the teacher needs to go for depth rather than breadth. Teachers are in a better position to teach students about how texts work by examining a few well-selected texts in great detail, and over time. This applies even to young readers. This approach is the opposite to that of many programs that encourage learners to race through large quantities of reading materials (the 'reader-a-night' approach). Too often, such material is poorly comprehended and reinforces the use of ineffective reading strategies that block progress towards drawing meaning from more complex text. (pp. 27-28)

The sociocultural theories displayed in this part will guide and provide a great support to the design and implementation of strategies that aim to promote a better reading comprehension practice in some middle school learners of a multilingual education school.

4.1.2. Reading Comprehension.

Reading is an important aspect when learning a foreign language since the acquisition, development or improvement of others skills is directly related to it; besides reading is a big fountain of information and knowledge a person cannot live without. Moreover, reading comprehension has become a learning necessity and it turns out as a mandatory issue for those who experience L2 (Al-Nujaidi, 2003). Therefore, reading ability goes beyond-that; it has a big relevance in the participation of an individual in society since it is an essential mean of communication, information and knowledge. As The Programme for International Student Assessment (PISA-OCDE, 2009) assures in its own definition of reading competence “An individual’s capacity to: understand, use, reflect on and engage with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society”. (p. 38)

Nevertheless, the absence of comprehension in the reading exercise limits the access to knowledge a person may have and, of course, his/her social participation and development. Teachers usually do not know when and where students’ reading process and understanding of reading breaks down so it is significant to support learners in moment of the levels of task for reading, it surely will help students to have a satisfactory practice and, of course, an improvement in the attitude toward reading. As Rose (2007) stated, reading is a difficult duty that demands the recognition and use of language’s exemplars at three different levels: text, sentence and word. Texts as a whole is understood as the compilation of sentences which are made of words and those are represented by letters. Then, he distinguishes the relationship between these patterns and the fields of spelling, grammar and discourse respectively and affirms that to follow reading tasks successfully these relationships cannot be divided or analyzed independently. Reading tasks at four levels is explained with the practice and control of decoding (letters in the words), literal comprehension (words’ meaning in

sentences), inferential comprehension (meanings across the text), and interpretive comprehension (meaning of the text and the context).

The “guessing game”, definition given to reading by Goodman (1967), in which reading was served as a encoding dish that readers needs to eat and digest carefully to be decoded, has been changed emphatically since research conducted have helped to modify this view. The perception Goodman had about reading processes was paraphrased later by Grabe (1991): “Active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.” (p. 377).

Guessing game or active process, both approaches will be taking into consideration along with this paper to get the most relevant of these two perspectives and make them significant for the new study and proposal.

4.1.3. Genre-Based Approach.

Swales (1990) mentioned that a genre was a group of events or episodes directly related to the action of communication and that those events had different communicative purposes. In addition, Hyland (2003) simplified the definition by finding a meaningful connection between genre and language use, all these issues related to the use of language are socially understood.

That genre simply refers to socially recognized ways of using language. Richards, Platt and Platt (1993) defines genre as “a particular class of speech events (written texts included) which are considered by the speech community as being of the same type, e.g., prayers, sermons, conversations, songs, speeches, poems, letters and novels” (p. 125). Moreover, Martin (2001) considered “a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (p. 55). In addition, Abbaszadeh (2012)

concluded that “genre does not mean only a text-type but also the role of the text in the community within which it has been created. This, in turn, leads to the research of institutional culture” (p. 1880).

It is clearly observed the close connection between sociocultural factors with genre, factors that will be relevant in the function and implementation of the approach’s design in the context of the study.

The genre methodology consists of the presentation of explicit instructions that allow learners to have the opportunity to organize information in a best way, aiming to get positive writing and reading comprehension results. Therefore, genre-based approach allows teachers to scaffold throughout the process which permits them to monitor the different stages this methodology suggests, giving students the chance to feel supported. “The approach is based on a teaching-learning cycle where strategies such as modelling texts and joint construction are promoted” (Firkins, Forey, & Sengupta, 2007. p. 3). The aforementioned cycle is made of three essential moments: modelling a text, joint construction of a text, and independent construction of a text. The teaching process may take place at any moment or stage of the approach, sometimes one stage will need more of the teachers’ support than others, notwithstanding teaching process and assistance must be constant (Firkins et al., 2007).

Every single stage of the cycle has a specific purpose and the teaching cycle can start at any point of it, the suggested activities will be directly related to the acquisition of the goal of each moment in the cycle. As a beginning, learners need to be introduced to the context based on the text type; social and cultural facts are also relevant for this purpose.

Secondly, the student will analyze the language patterns and structures when experiencing the modelling and deconstruction stage. This moment will allow them to

understand how these patterns work in the text type in study, therefore teacher will be aware about the necessities of students in this matter.

The joint construction stage takes place when learners are able to control the text type by constructing their own texts. The participation of the teacher in this moment of the cycle is limited since students should recognize strategies and follow different steps to build in a new text together (Feez & Joyce, 1998).

Genres or text types, the way they have been called through this paper, have a specific purpose, for that reason it is mandatory to know about the patterns that characterized each of the structures (Martin & Rose, 2007). Those purposes will be seen in the table below.

Table 1. Classification of genres proposed by Martin and Rose (2012)

Genre	Purposes
Stories	Narrating a series of events to engage or inform readers (may be fiction or fact)
Text responses	Evaluating and interpreting a text (may be literary, visual or musical text)
Arguments	Arguing for a point of view, or discussing two or more points of view
Reports	Classifying and describing things of the natural or social worlds
Explanations	Explaining how and why events happen in the natural or social worlds
Procedures	Instructing how to do an activity such as a science experiment, math's operation, or technology procedure

Source: Martin & Rose (2012)

Martin and Rose (2012) also classified the genres in three different families (stories, factual texts, and evaluating texts) and they stated that what determines the genre is the central purpose of the texts.

According to Rose (2012), genres can be distinguished by their organization and their recurrent local patterns, for example, the narrative stages (orientation, complication, resolution) or the exposition stages (thesis, arguments, reiteration) can help to make the

distinction. Table number 2 summarizes the concept of genre families suggested by Martin and Rose (2012).

Table 2. Genre families

Genre family	Genres
Stories	Recount Anecdotes, Exemplum Narratives New stories
Factual texts	Autobiographical recounts Biographical recounts Sequential explanations Factorial explanations Consequential explanations Procedures Protocols Procedural recounts Descriptive report Classifying report Compositional.
Evaluating texts	Expositions Discussions Personal responses Reviews Interpretations

Source: Martin & Rose (2012)

This study is aiming to implement genre-based approach and its teaching-learning cycle into reading practices that will certainly improve levels of comprehension and acceptability in the language learning for learners. Rose and Martin (2012) introduced the genre pedagogy, known as Reading to Learn. Rose (2014) explained the pedagogy as a teaching action that supports learners in three different moments or levels. The first moment is related to the content the curriculum suggests, the way we plan our lessons and the connection with what have been proposed, this part of the cycle is also known as Preparing for Reading. The second moment or Detailed Reading allows students to read short texts with a high level of comprehension. The last level or Sentence Making is in which learners

ensure their own capacity to read comprehensively, and have a high control on spelling and writing.

This model can certainly work in the proposal of this paper since genre- approach has shown positive results in the development of language skills with learners with specific disabilities or learning constraints. Students with learning disabilities do not demonstrate or have poor abilities to organize, ideas' generation and the employment of metacognitive abilities (McAlister, Nelson, & Bahr, 1999). Although the context where the study will be taking place has not shown a specific case of learning disability, it would be significant the fact that the proposal offers some alternative language learning tools that promote engagement for reading and writing tasks for those students who have struggled with skills mentioned above.

In line with genre-based approach and all the suggested steps for learners and teachers to succeed in reading tasks, the Computer Assisted Learning Language approach (CALL) will be supporting this process which, to a large extend, will need some mediation tools that would guarantee a satisfactory outcome and would help the students be more engaged with reading tasks. In the next lines foundations and pertinence about CALL will be displayed.

4.1.4. Computer Assisted Language Learning (CALL)

Peters (2009) claimed that when the social networking became popular at the beginning of the 2000s, the uses of the web suffered several changes. The perspective people initially had about the web switched: from a static library to an interactive social network everyone could easily access to. As time passed by, these types of communication and people interaction was understood as a great way to learn and an engaging instrument for students who had shown learning difficulties or lack of motivation in any learning process. Nowadays the use of the internet and the technology in general within the classroom allow

learners to have a rapid access to information and entertainment, which can captivate and commit them to search and learn by themselves in a certain way. The use of these tools in education attempt to teach through a set of dynamic, interactive and engaging activities in the classroom.

Vaughan, Cleveland-Innes, and Garrison (2013) assured that social media applications can be used to form learning communities in which people is able to exchange information and collaborate in activities or tasks in which they might have a common interest. In this respect, computers are the essential instrument and the internet the mean to achieve the aforementioned goals, undoubtedly. Technology is a way to empower students since they take control of their own learning and also permits them to cross the classroom's walls for interaction and exploration (Johnson, Smith, Levine, & Haywood, 2010).

Computer Assisted Language Learning CALL as its own name mentions is an approach in which the computer is used as the main tool to learn, create and interact. CALL finds in multimedia an exceptional instrument for teaching and learning (Ayes, 2002, p. 256). Chapelle (2008) argued that computers and internet are meaningful tools for those interested in learning languages, they allow them to practice and interact with others out of the classroom. Besides, learners and teachers will find a great fountain of information, activities and some others directly related with the study of the language such as dictionaries, translation tools, etc. In short, CALL gives learners the opportunity to select content according to their levels and, at the same time, it gives them the chance for linguistic input.

Also, social media takes a significant role when implementing CALL, it is currently seen as a required communication and interaction platform for learners to grow on their commutative skills. Johnson et al. (2010) claimed that education and most importantly the way students learn have changed through the time, in this sense it is relevant to understand

that learners think and work differently and that resources used ten years ago, for instance, are ineffectual today.

Chappelle (2008) stated that computer-based language classes distinguish between two effective tasks for teachers to collaborate in the building of a learning environment: The computer-mediated communication and Learner-computer interaction. The computer-mediated communication can occur when communication and interaction is taking place in real time, such as a video conference, messaging or chat room, or when learners can access to messages, voice notes or any other recorded source anytime; having the chance to have contact with it for a long period of time. Learner-computer interaction happens through software tools using texts, images, audio segments or video clips by clicking to pass to one activity to another, the aforementioned author says that both tasks provide controlled opportunities for linguistic.

For the development of language skills, CALL has been offering a huge rank of possibilities, more specifically in the reading comprehension field, the Computer Assisted Language Learning works as a helpful and engaging mechanism. In this regard Warschauer and Healey (1998) have distinguished three ways for students to be successful in the development of reading skills:

1. Incidental reading: Learners are always involved in reading activities since in the most of the CALL programs this factor is inherent.
2. Reading comprehension: The use of questions for reading comprehension allows students to know about grammar and increase vocabulary as well.
3. Text manipulation: exist a whole world of reading possibilities for students to access constantly through computers; this constant action involves learners in the study of the content and text structure.

This study attempts to adapt the GBA into the CALL context in order to create a set of activities that provides learners with the information enough to improve reading comprehension, taking into consideration the different levels of reading comprehension and understanding where students have the opportunity to grow their skills according to what they are performing. Collaboration and interaction will be fundamental items for achieving these goals, as well as the teachers' awareness, commitment and interest.

Educators of this decade are required to be skillful in integrating technology tools in their study plans and classroom language activities. Teachers are that fundamental bridge that will allow students to cross from one side to other in this respect, assuring them not to fall halfway. Ramirez (2010) declared:

With the change of a “read” Web to a “read/write” Web, teachers are discovering new ways in which to engage technologically savvy students in computer-based educational activities ... these benefits serve to strengthen all students' skills, but they are particularly relevant to the English language learner (ELL) who is beginning to acquire or continuing to develop his or her proficiency in English in the school setting. (p. 1)

Curriculum in institutions needs to be oriented to these new trends, incorporating the use of technology and the use of computers specifically, as an alternative to demonstrate how innovative, experimental and global they are able to. Wall and Ryan (2010) stated that the use of technology and the way information is given and received are basic resources link to a new learning style in this century.

The use of the computer and the internet are, undoubtedly, a colossal source of information that offers a new way to learn and teach. Some of the prominent advantages they brought to language learning is the employment of learning platforms, as well as social media

tools as favorable means to build language on account of the different interaction and communication this learning type of contexts provide.

4.2. State of the art

There have been many different studies related to the implementation of genre-based approach to improve reading skills in elementary and secondary schools, even in college programs. There are some others that suggest the use of Computer Assisted as mediation in the development or improvement of reading comprehension abilities as well. Nevertheless, the implementation of a program that combines the Genre-Based Approach (GBA) with the Computer Assisted Language Learning (CALL) is not common.

In 2016, an action research study called Implementation of Genre Based Approach for Studying the Reading Comprehension Process on 10th Grade Students in a Public School in Barranquilla (Torres & Turizo, 2016) that aimed to study how the GBA affects the second language learning in tenth graders with a low proficiency of English, showed the capability of students to identify text structure and stages of the text, main topic, problem and solution relationship, causes and effect, all these aspects clearly improved students' reading comprehension skills. However, the study clarified the fact that the post test results revealed that some students had some difficulties when understanding some sentences and the relation between them.

Alvarino and Fontalvo (2017) implemented a study based on the Genre Based Approach in a public school in order to improve reading skills, focused "on the overall text structure and not only on the grammar features. In that way, this proposal facilitates the target language learning too." (p. 4). This study was done in three different stages of the research and each one of them required the use of some instruments to collect data. That was why questionnaires, interviews and the analysis of some documents that evidenced the impact of

the approach in the students' development of skills. At the end, the results of the study demonstrated that teacher's supporting during the implementation was clue for students to have a better comprehension of the type of text suggested, its structure and meaning as a whole, and not focused on grammar. They also felt more comfortable working in a collaborative way, showing engagement and motivation when participating within the process.

A similar research was carried out in 2016 when Casarrubia and Herazo proposed the implementation of plan based on the Reading to Learn Cycle. This qualitative case study wanted to know the effect of the cycle on the students' (10th graders) reading comprehension abilities. After the analysis of some data such as interviews, observations and reflection log, researchers discovered that the cycle helped students to develop reading skills, improving their abilities to understand the overall of a text. In addition, they also agreed in the fact that giving explicit instructions to students related to grammar and vocabulary helped them to achieve the initial aim of the study. Scaffolding also played a relevant role for the engagement of the students, according to their own perceptions.

The combination of Genre Based Approach (GBA) and Computer Assisted Language Learning (CALL) was implemented in La Enseñanza School in Barranquilla Colombia in 2018 by Martínez and González. The objective of the study was to improve writing skills on argumentative texts in students of middle school through the use of computers. Data collected such as interviews, observations, teacher's and students' journal were the main evidence in this action research study. The study revealed that the use of computer and some other type of technologies helped students to provide better arguments when writing argumentative texts. The use of these tools also supports all their process, it allowed learners to recognize features on the argumentative texts, being able to create and support their own.

5. Methodology

A specific perspective and comprehension of what it is around us, the view of a group of individuals about a reality that they share is considered a paradigm. Kuhn (1962) focused the term paradigm to the research field, or the notions of Egbert and Sanden (2013) that related the paradigm with the nature of knowledge when assuring that for a researcher a paradigm is a viewpoint about how knowledge is exposed. Subsequently, the aforementioned authors categorized paradigms in three general categories:

1. The positivist, which explains and that is based on observation and experimentation.
2. The interpretivist, that tries to understand human actions and social interactions and,
3. The critical paradigm that aims to change or modify contexts and/or conditions in which people live or work.

This research is based on the critical paradigm, since it aims to analyze an educational problem in a specific context and intends to propose possible solutions through an intervention. The research approaches are the set of procedures, techniques and instruments that allow the observation of facts and the collection of data. Three main approaches are distinguished in the educational field. Sosa (2003) claimed that a quantitative research focuses on the analysis of the external manifestations of reality. The quantitative approach mainly considers that all the information, observation or any other data can be quantifiable, justifiable and precise.

5.1. Action – oriented approach

The critical or action – oriented approach is the one that searches on social systems and tends to change issues in society such as politics, marginalized groups, behaviors, etc. The definition of a researcher's approach depends on the object of the research and methods

to apply to accomplish results. In fact, the combination of the Quantitative and Qualitative approaches, in the use of some data collection and methods techniques, is allowed for the inquiry process since the object of the investigation requires them.

5.2. Qualitative approach

The qualitative approach does not follow a structured plan, and that is why it is usually considered –vague-. It has a holistic view and the data collection techniques are very flexible, they do not go after to rules or any other standard process. “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (Creswell, 2012, p. 16). This study was intended to provide a detailed analysis and interpretation of data after implementing the genre-based pedagogy mediated by computer for the teaching of reading in a group of sixth graders at German School in the city of Barranquilla, since it addressed a human problem approached in a richly descriptive and inductive way, it could be considered a qualitative study.

The qualitative approach will certainly fit for the purpose of this paper due to features that have already been exposed, moreover Denzin and Lincoln (2005) confirmed most of the roles involve in a qualitative research process as well as they exposed a very relevant one: an observer, who through a set of practices and representations attempts to interpret a reality which is affecting a specific context.

5.3. Action research

There are some specific systems of data collection and analysis that helps to fulfill the exercise of inquiry, they are named methods (Egbert et. al, 2014). The methods are specific steps to take during a research to do a pertinent and successful inquiry process. In this research, the qualitative method used was action research, understood as a “small-scale intervention in the functioning of real world and a close examination of the effects of such

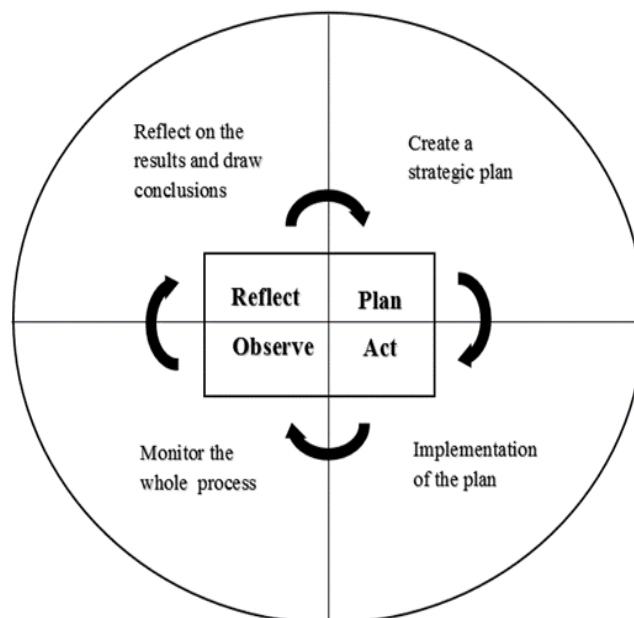
intervention” (Cohen & Manion, 1994, p. 186). Zuber-Skerritt (1996b) highlighted four important aspects or goals on action research: improvement, innovation, change and development of social practice; likewise, this study aims to make progress on students’ reading skills through an innovative method, all this process attempts to transform a social reality in a specific context. Kemmis and McTaggart (1992) argued that action research could be defined and determined by what teachers do every day. In the same way, the aforementioned authors claimed that action research is not just a necessity that emerges because of a problem but the motivation, reason or wish to improve a process, to have a better understanding of a reality, and the desire of changing. Action research certainly supports teachers on what they do every day and, therefore, it is reflected on those who they work with.

Moreover, three different types of action research have been distinguished: technical, practical, and emancipatory (Carr & Kemmis, 1986). The emancipatory action research is described by Zuber-Skerritt (2003) as a type of inquiry, mostly done by teachers and managers, which emerges from a necessity or concern in their own contexts. Some of the highlighted features of this type of research are its collaborative, critical and self-critical nature. The same authors also suggest to follow a cyclical process to succeed in the inquiry: “1 strategic planning; 2 action, i.e. implementing the plan; 3 observation, evaluation and self-evaluation; 4 critical and self-critical reflection on the results of points 1–3 and making decisions for the next cycle of action research.” (Zuber-Skerritt, 1996a: 3). The role or exercise of the emancipatory research is accurate when it achieves a meaningful change and transformation, not only in humans but also in a system and/or conditions of a context. (Zuber-Skerritt, 1996a).

5.4. Emancipatory action research

The discussed and well-known model of emancipatory action research proposed by Zuber-Skerritt (1996) is the one this study will take into consideration to accomplish with the initial purposes of the research, considering that it is the most suitable and pertinent for the context in which the study takes place. The exercise of the emancipatory research will follow the cyclical process previously mentioned: plan, act, observe and reflect. The process is shown in the figure below.

A model of emancipatory action research



Graph 15. A model of emancipatory action research
Source adapted from Zuber-Skerritt (1996, p. 96)

Next, a description of each stage of the process in the action research focused on the emancipatory model will be displayed. The exercise attempts to portray every single step took in the development of the method for the inquiry, it is important to mention that the charts exposed below will summarized the categories of the emancipatory model and the actions, in the chronological, that were involved into it.

5.5. Stages of Emancipatory action research: Planning

Lewin (1946; 1948), suggested that the process in an action research should start keeping in mind general ideas of a possible problem, and the designing of data collection tools, for inquirers to succeed when planning and reach research goals. After having some teacher's assumptions about the context and some difficulties sixth graders had when facing reading comprehension activities, it was decided to carry out some analysis that clearly determine what the root of the problem was. The purpose of the study was clear so then: to improve learners reading comprehension abilities.

5.5.1. Data collection tools.

For this study some data collection tools were defined for every specific moment and object of the research: a questionnaire and a pre-test for students and an interview for teachers that help us to define the problem and object of the study. During the intervention the teacher's observation tool (video) and teacher's journal, and students' journal as well. After the implementing the plan a post-test was used to make conclusions about the study.

Thus, the first step to take was the designing of a questionnaire for students that allow the inquiry to have strong and valuable evidence as part of its starting point. (See questionnaire appendices 1–2, pages 63-64)

This questionnaire intended to identify some necessities students could have based on the low performance and lack of motivation of some of them related to reading tasks and comprehension exercises. Then, the tool was designed and developed taking into consideration four relevant aspects: materials, methodology, learning styles, and text types. The questionnaire was a combination of closed-ended and opened-ended in which we can basically observe students' preferences in some aspects of the English class as well as their opinions about some processes, methods and teaching techniques, among others.

Another data collection tool bore in mind for the planning process and that was important to identify related issues was the teachers' interview. This interview was committed to know some of the teachers' perception about students' behavior and performance toward the English class and the development of reading comprehension activities. In the questionnaire for the interview, three question categories were accentuated: materials/text types, methodology/activity types, and learning styles. The interviews were mostly written and spoken and four teachers accessed to participate. (See teachers' interview appendix 3, page 70)

In order to have a more precise and accurate definition of our problem, the decision of creating a reading pre-test for students was made as the last instrument to complement the need analysis sources. The test was designed to encompass three main categories or levels of reading comprehension such as the literal, the inferential, and the critical level, and for the inquirer to know and understand how learners perform in each of them, their strengths and points to improve. (See pre-test appendix 22, page 105)

After the analysis of the needs and the identification of the problem, I decided to design a unit which central axis is the development of a set of activities following the stages the Genre-Based Approach model suggested for the improvement of reading and writing abilities. The GBA model consists of the presentation of explicit instructions that allow learners to have the opportunity to organize information in a better way, aiming to get positive writing and reading comprehension results. The Genre-based pedagogy focuses on the modelling of text and the joint construction as key tools for learners to succeed; it is a teaching-learning cycle (Firkins, Forey, & Sengupta, 2007). A set of activities and tasks were created to achieve the plan's purpose, most of the activities proposed within the plan are mediated by Computer Assisted Language Learning principles (CALL) that is the approach in which the computer is used as the main tool to learn, create, and interact. CALL finds in

multimedia an exceptional instrument for teaching and learning (Ayres, 2002). (See unit and lesson plan appendices 4-5, pages 66-70)

5.6. Action

The next stage of implementation is accompanied by ongoing fact finding to monitor and evaluate the intervention, i.e. to act as a formative evaluation. This feeds forward into a revised plan and set of procedures for implementation, themselves accompanied by monitoring and evaluation. (Cohen, Manion, & Morrison, 2002, p. 305)

The lessons plan designed for the implementation of the method was divided according the three most significant moments in the Genre-Based Approach, they are contextualization (it could also be included in the modelling step), modeling or deconstruction, joint construction, and independent construction. In a first step or moment learners were introduced to a context throughout the use of questions, images, videos, and some other related activities that allow them to activate prior knowledge, also the type of text that is going to be worked along with the plan and all the features that belong to it, taking into account students' needs (Feez & Joyce, 1998). (See lesson plan appendix 5, page 75)

In the modelling (also known as deconstruction), the main teacher's goal was to make students understand the purpose of the reading, as well as the structure, the recognition and learning of all these concepts so when they have the chance to work on their own texts, understanding and comprehension will be easier for them to achieve. On-line activities were supporting this stage: board discussions, detailed reading, vocabulary exercises, sentence practice, and work with grammar patterns, among others. Feez & Joyce (1998) also agreed when argue that during this stage of the cycle students have the opportunity to dominate linguistic features. They consider this moment will help the teacher to know exactly how

much learners comprehend or how much time they need and what they need to achieve with language features.

In the joint construction stage students should have been able to recognize and organize similar texts using the previous acquired skills for structure identification and recognition of grammar patterns, for this objective the plan suggested the reinforcement of concepts by playing or completing interactive activities, reading collaboratively, group discussions, etc. In order to construct a new text, students participate by giving as many ideas as possible according to the text stage, this exercise permits the whole class be involved and the teacher seen as facilitator that gathers and organize the information (Feez & Joyce, 1998).

5.7. Observing

This part of the action research plan started with the definition of the data collection techniques that best suit for the scheme; that is why observation, students and teachers' journals were picked.

For the observation of the implementation of the plan, a video camera was used to record the crucial moments during the enforcement of the proposal. Morrison (1993) claimed that observation allows to researchers the collection of data in four different settings: the physical environment, the human, the interactional, and the programmed setting. This technique offered to the teacher-observer the possibility to review the practice and implementation of a plan and every single detail through the development of it, as well as the students' behavior and responses, attitudes, effectiveness of strategies, accuracy of the plan, suggestion for improvement, etc.

The teacher's journal offers a wide range of advantages since the main objective of the technique is to write, almost simultaneously during plan development, how the class was carried out focusing on any variation the plan suffered or suggestion for it to be improved.

The teacher kept a journal in which he wrote an entry per lesson, the number of lessons considered for the implementation of the method was four. Every lesson was accomplished between two and three hours approximately for a period of two weeks in a row. (See teachers' journal appendix 26, page 123)

At the same time, the students' journal provides students a number of no more than six questions after each lesson which central intention was to gather information about how students felt when they were doing their classes, and how they specifically felt and reacted facing each of the stages of the teaching-learning cycle suggested in the genre- based pedagogy. Therefore, some learners randomly chosen at the end of the class should answered the five or six questions exposed in the journal, this tool allowed the inquirer to have a better appreciation about the students' view of the structure if the lesson they had just experienced. (See students' journal appendix 24, page 116)

In addition, the design of a post test that keeps a similar format from the pre test attempts to establish or compare the initial state of students in terms of reading comprehension skills and how beneficial or useless the implementation of the plan was for the study purposes. The test was divided in the three different levels of reading comprehension keeping the same format suggested in the pre test, so the analysis of the results could be aligned with what the study attempts to find. The categorization and number of questions will allow the inquirer to have or collect the sufficient data to compare and contrast and, in addition, make some relevant conclusions. (See post test appendix 23, page 113)

All the used formats for the collection of data will be shown in the appendix section of this paper.

5.8. Reflecting

After gathering information thought the several instruments used during and after the intervention process, it was pertinent to reflect how the triangulation of instruments evidences an improvement of reading comprehension skills through the GBA and mediated by CALL.

5.9. Course design

This course was mainly designed as an intervention to lead students to achieve a better level of reading comprehension applying the Genre-Based Approach GBA and, the most of the time, using computer and some others technologies as a means to encourage them to work in some tasks that used to be *boring* or paper-pencil based. The activities also invite learners to the cooperation and they aim to develop the confidence of students when participating or interact within the class since the variety of the suggested tasks allow students to interact in different ways.

The goals, objectives and the matrix of the course are summarized as shown in the following chart:

Chart 1. Matrix of the course

<p><u>GOALS</u></p> <p><u>Target: (content, skills)</u> <i>Development of reading comprehension skills applying the Genre-Based Approach GBA mediated by Computer Assisted Language Learning CALL.</i></p> <p><u>Learning: (personal attitudes)</u> <i>Encouragement of students' interest toward the development of reading competences and activities.</i></p> <p><u>Human: (Social)</u> <i>Self-confidence development.</i></p>
<p><u>GENERAL OBJECTIVES</u></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Identify the stages in a narrative text. (Short stories)

- Recognize the conflict of a narrative text and offer a resolution.
- Distinguish the order in which events happen in a narrative short story.
- Participate in the English class through the display of cooperative reading methods, activities and exercises.
- Take part in the class without being afraid of making mistakes.

<u>SYLLABUS MATRIX</u>				
<u>GENRE:</u> Literary text – Narrative.		<u>TYPE OF TEXT:</u> Short story – Realistic Fiction.		
<u>Stages</u>	<u>Grammar</u>	<u>Vocabulary</u>	<u>Reading strategies</u>	<u>Levels of comprehension</u>
<ul style="list-style-type: none"> • Orientation • Complication • Evaluation • Resolution 	<ul style="list-style-type: none"> • Past action verbs. • Adjectives. • Proper nouns. 	<ul style="list-style-type: none"> • Key words to identify setting and main events in the plot. • Emotions, attitudes • Character traits • Social relationships 	<ul style="list-style-type: none"> • Scanning. • Make predictions. • Main ideas/details. • Sequence of events. • Cause and effect. 	<ul style="list-style-type: none"> • Literal • Inferential • Critical

Source: Author's creation

5.10. Discussion of Results

During and after the intervention there were some meaningful moments they are going to be discussed on this section. The first of them refers to the fact that students reacted with an engaging attitude towards the most of the activities suggested by the plan, and more precisely the ones that involved the use of any electronic device or a kind of technology when they were developed. Most of teenagers enjoy and understand quite well how these kind of resources or tools work, such connection let the plan flow successfully often times. Learners considered that technology could help them in many ways: concepts were easier to

understand, it was a funny and fast way to learn, audio-visual tools let students memorize words, terms, elements in a narrative short story, among others. Taking into consideration all the aspects aforementioned, it can be said that Computer Assisted Language Learning (CALL) supported the students' development of reading competences since the mediation links directly with learners' interests and engagement when developing reading activities. These benefits can be noticed at the end of the whole process and it equally reflected when contrasting the reading pre and post tests (See appendices 22–23).

In regard to the application of the genre cycle during the implementation of the plan, it must be said that the approach allowed students to grasp the importance of identifying the parts and elements in a narrative short story. In fact, the recognition of the different moments within the story let students to comprehend how the text worked, and how important was to distinguish elements such as the setting, the characters and the plot of a short story. Most of learners agreed that being able to recognize and organize the text will help them to have a better comprehension when reading similar stories.

The way that the cycle is structured (top down) definitely offers to learners the possibility to activate their knowledge with regard to a specific topic which allow them to visualize and predict what a text is going to be about in a more accurate way, this step of the cycle is very important since it carries a big part of the success of the process. Similarly, the deconstruction of the text in which learners had the chance to identify the story parts and some grammar patterns permitted them to be aware of the relevance of the organization and the use of specific and typical actions and words in this type of text. Also, reading strategies included in the plan played an important role to support the cycle and accomplish the plan's goals. As a result, students were able to organize and create new texts regarding to the whole information given, used and applied throughout the implementation of the plan. Students' and

teacher's journal as well as the observations are strong evidences of what it was mentioned before.

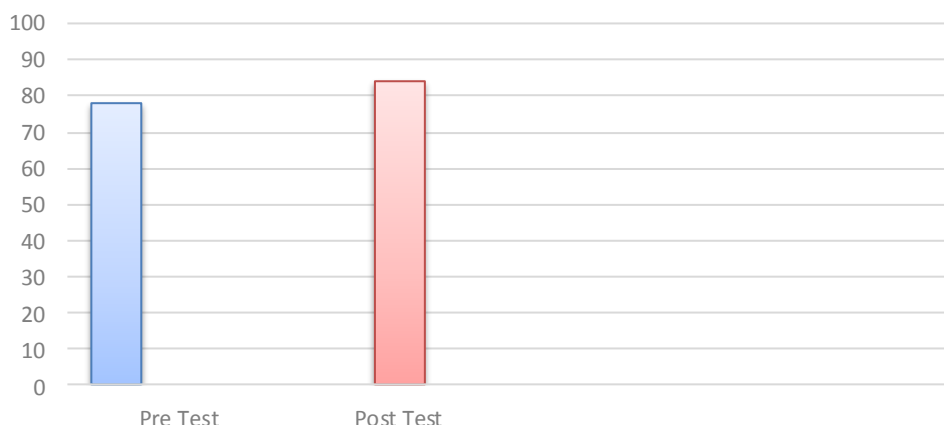
Consistent with the genre-based cycle, the students' awareness and understanding of the suggested type of text is represented when they attempted to write a new and similar story (appendix 29). At the end of the cycle they were knowledgeable about the main parts of a narrative text, its characteristics, typical grammar patterns and specific vocabulary, which means that learners were equipped with the tools to write their own text following the suggestions given by the teacher for working on it. The results were agreeable, the most of the learners wrote an organized text taking care of what every part in a narrative short story should content. Students considered that instructions were clear, besides it is easier for them to write a similar text now. They also pointed that they had few or no difficulties when writing it.

5.11. The pre and post tests

After the application of the pre and post -tests (See appendixes 5-6) we carried out the analysis of data and arrived to important conclusions.

It has already been mentioned that the study attempts to cover three dimensions or levels of reading comprehension (literal, inferential and critical), therefore the analysis and reflections comparing pre and post test results will be made based on these aspects. For this purpose, 21 students' tests have been observed and analyzed.

5.11.1. Literal comprehension level.



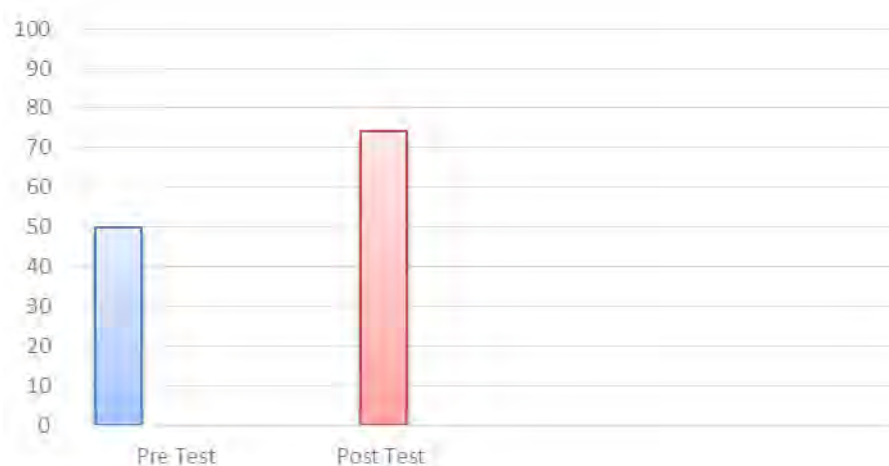
Graph 16. Literal comprehension level (pre test vs post test)

Source: Author's creation

The image shows two columns, the red one represents the students' level of literal comprehension before the intervention while the blue one shows the difference in this aspect after the implementation of the plan.

The literal comprehension competence does not reflect a significant change since the performance of students comparing the pre and post test is quite good; in the post test students showed a little increase when responding their questions appropriately, nevertheless the difference between one and the other is not that transcendental. Figure 1 illustrates the information aforementioned.

5.11.2. Inferential comprehension level.



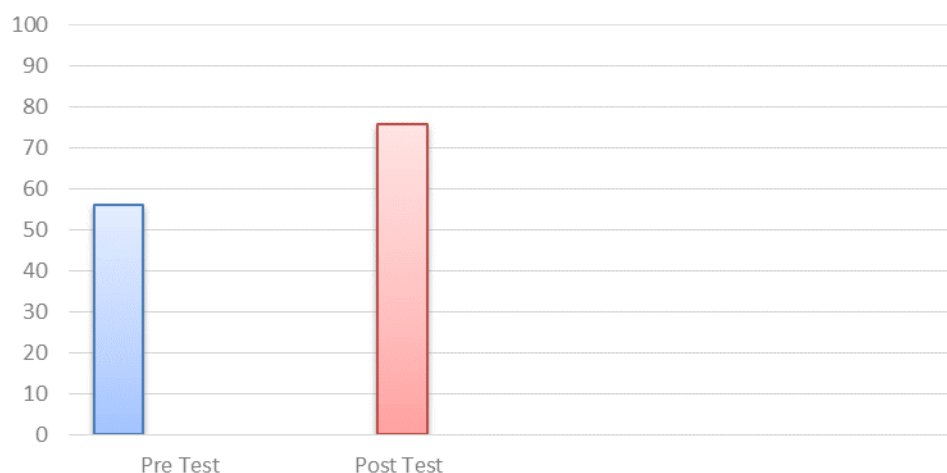
Graph 17. Inferential comprehension level (pre test vs post test)

Source: Author's creation

The bar graph number 7 represents the level of students' inferential comprehension before and after the intervention. The red column establishes the starting point of students and the red one shows the level achieved after the implementation of the plan. We used percentages for this purpose.

There is a substantial growth in the inferential level of reading comprehension between the pre and post tests, the results and the quality of the answers when doing the post test evidences the improvement of the learners' ability to make inferences. During the intervention making inferences strategy was clue for students to have a better understanding of the narrative short stories proposed as well as their capacity to think in what it is possibly to happen according to a context, setting, characters traits, etc. (visualization and predictions). In the previous image (figure 2) the increase is noticed.

5.11.3. Critical comprehension level



Graph 18. Critical comprehension level (pre test vs post test)

Source: Author's creation

The bar graph number 8 clearly explains the difference in terms of critical comprehension skills between the pre test and post test. The blue column represents the performance of students in this level before the intervention, the red bar portrays the rising on students' performance in this level of reading comprehension.

The perception about the students' performance when facing critical reading level of reading comprehension is not too far from the one on the literal reading level; in fact, the current outlook is pretty similar. However, and considering the level of complexity critical reading involves and demands, this growth is meaningful for this study since it represents a positive advance in students' reading skills development after the intervention. Actually, some of the activities that the Genre Based cycle suggests are directly related to the development of critical thinking in learners.

5.12. The student's journal

Along with the implementation of the plan, a student's journal (appendices 24-25) worked as another instrument to collect data, this time to get to know learners' perceptions about how the process was advancing and how they felt about every single strategy or tool

that was suggested during the intervention. The journal was divided in four different moments of the plan and students were selected randomly to answer some questions. The average of students chosen to apply the instrument was 7, and they should have answered some questions at the end of each of the stages within the cycle.

After the first stage or lesson 1 (contextualization), students agree on the fact that they have learned new things related to the space, universe and the moon specifically. They also considered that the teacher's explanation helped them to understand the context in a better way with the use of clear examples, giving details and making and answer questions. The perception students had in this first moment of the implementation about the use of technology is quite positive since they believed this tools make the work easier and funny, the use of videos, for example, are very useful for them to accomplish with the understanding of the topic. At the end of the lesson learners agreed that the activities suggested and developed would benefit them when attempting to read new and similar ones, to get to know their main parts and understand their content in a better way.

The perception of students closing the lesson 2 or second stage (modeling) of the intervention is similarly positive as the first one. The most of them think that the fact of understand and identify the text structure will surely help them to recognize important events and establish differences between the different parts of a narrative text. It is equally evident that learners feel that reading strategies collaborated a lot in the process when gathering, find, and order information from the text. For instance, the skimming and scanning strategies are two of the ones most mentioned by students as clue to achieve the task's goals.

In this point students considered the use of technology allow them to have access to different resources to make their learning more meaningful and easier. They also remarked that these kinds of activities are funny and engaging, and they (the activities) allowed them to

“learn in a different way”. At the end of the session 2 the participants expressed that, at this point, they had learned different things but the most significant were the recognition of a narrative text parts and its main characteristics and, some reading strategies that assisted them when trying to find specific and general information, as well as main ideas.

During the “independent construction” session or stage 3 of the intervention, students admitted that they learned about the use of some grammatical patterns such as adjectives and verbs, also the distinction between the regular and irregular actions when using the simple past tense. At the same time, they considered that the use of the computers and activities on line, collaborated them to reinforce in the difficulties they had about the specific grammatical topic, as well as they could learn and had fun.

In addition, they all agreed that, at that point, they were able to clearly identify the main parts in a narrative text. When referring to the main events in the text and the order they happened (plot), learners expressed that been able to distinguish these moments allowed them to identify the main topic, the setting, and to comprehend what the story was basically about. They almost concluded by saying that working with somebody else in some opportunities during the sessions was funnier because they could help one another, specifically in the way they had the chance to share their ideas and opinions and those types of exercises were favorable to their understanding of the theme or subject. During these session students declared not to have any significant problem or difficulty.

When the lesson number 4 or independent writing was ended students’ answers about the clarity of the instructions given were affirmative, they affirmed that the directions were clear as well as the explanations the teacher gave. It is also meaningful the fact that students stated that having a good understanding after they read a pair of stories was basically because

of the process in which they were involved knowing the parts of the narrative short stories which allowed them to write a similar text afterwards.

The role of the teacher is also highlighted in this last part of the intervention since learners agreed that it was supportive and helpful for them to have a better comprehension on narrative texts. Based on the aforementioned reasons, students declared that it is easier for them to write similar texts due to all the tools, activities and assistance they experienced through the implementation of the plan. Finally, they all accepted they did not have any difficulty when they were asked to create a new narrative short story.

5.13. The teacher's journal

This data collection instrument was designed with the purpose to annotate the most significant moments or events when carrying out the plan (see appendices 26-27), significant besides important also means difficult or complicated in this context, or any other event that emerged suddenly or it was not expected to happen. The teacher's journal is divided by lessons. Lessons are understood as the time we use to teach one complete stage of the genre-based cycle. For instance, the contextualization stage that was the first lesson took at least two hours, those two hours are considering as a lesson. There were four lessons suggested in the journal (contextualization, modelling/deconstruction, joint construction and independent writing) in line with the plan designed first and keeping in mind the stages of the cycle. Not all the stages took the same time to be developed, the lesson 2 that was about the modelling/deconstruction was the longest, it took 5 or 6 hours approximately.

Reading strategies proposed in the plan are considered by the teacher as essential resources for students to get a better level of comprehension of the text. A good example was the implementation of skimming and scanning strategies that were quite new for students and they reacted positively to them. At first, the teacher should reinforce in the concepts and

examples since the strategies were confusing for learners, after several examples and exercises it can be said that the most of students were able to recognize and use each of them. Others strategies such as making predictions, main ideas and problem/solution were familiar to students consequently it was easier and quicker to apply them in the current work.

The time and sequence of the plan also played a main role in the implementation process. Our plan was interrupted for almost a week and a half, this interruption implied a restarting of some activities in order to activate on students what it was taught at the beginning and what we considered the most relevant. This kind of events delayed the implementation process, nevertheless it has to be said that the plan was accomplished and finished it successfully, in terms of time and sequence.

It was observed the engagement students had when working with electronic devices, such as computers and cellphones. Most of learners were much familiarized with the use of these kind of resources which allowed the process flows quite well. The use of CALL definitely assisted learners with one of the main purposes of the plan that was improving the level of reading comprehension, it is able to make students feel more motivated when facing these types of task and, that is therefore, a meaningful advance in this regard.

It was also noticed that students felt comfortable and confident when they had the opportunity to work in pairs or groups. Cooperation was a focused the plan proposed and that it brought benefits to the purpose of the implementation. For that matter, learners were able to reinforced or clarify concepts by sharing to one another.

5.14. Writing Artifacts

In this section the idea is to compare the writing artifacts the students created before and after the intervention, as an evidence of the connection between the control of the genre when reading and how it influences the students' writing skills when writing the same type of

texts. Writing tasks are usually difficult for students; reasons may vary from wrong or misunderstood instructions to complications when organizing a text, using the appropriate patterns or even the spelling of the words. Pre-writing activities showed that learners struggled in the most of the reasons aforementioned before going with the implementation. Misspelling, format, message and use of language were the usual points where flaws were found.

The teacher gathered some samples of activities where students wrote similar texts. Those samples were elaborated for a different activity and purpose before going on the implementation of the plan. The most of the activities showed students difficulties in organization of a narrative text and the use of grammar patterns typical of the genre, mainly. In the last stage of the cycle when students should have created a new text using the Bookcreator's platform (see appendix 29), most of them demonstrated to have a better control of the structure of a narrative text, since they clearly discriminated the main parts and they were able to use characteristics of each moment in an adequate way. Characters and setting were described in a more precise way compared with the previous attempts. In addition, the control of some grammar patterns, such as the use of verbs in past, and the use of vocabularies to give sequence in the story, improved.

It is absolutely considered that the learners' control on the genre after the implementation of the plan meaningfully influenced in the manner they could dominate a writing task regarding similar themes. This study was initially designed with the purpose to analyze how the implementation of the genre cycle works in terms of reading comprehension, however as time passed by and as the plan was carrying out, the teacher realized that the control of the genre will surely lead on to develop writing task following the instructions taught during the whole process. We can conclude that writing abilities are inherent to

students' reading skills and the control they may have on the genre after working and using a set of activities and exercises.

6. Conclusions

After a complete process implementing GBA where learners had the opportunity to connect themselves with narrative texts, specially short stories, learning the way it was structured and understanding how it worked in terms of organization, characteristics and use of language; the data collection tools and other techniques implemented within the plan, it was demonstrated that students were able to improve their reading comprehension abilities when following a well-designed and clearly defined method as it was used with the genre based cycle.

In addition, genre-based approach allowed the teacher to scaffold throughout the process which helped him to monitor the different stages this methodology suggests, giving students the chance to feel supported. Scaffolding effectiveness had significantly to do with the successful application of some reading strategies such as predicting, visualizing, scanning and skimming, and problem-solution.

Moreover, the use of the Computer Assisted Language Learning fostered learners' motivation and enthusiasm when developing reading tasks. Technological mediations as implemented with CALL, allowed students to internalize concepts and develop activities that, in different circumstances (without the use of this tool), would not have been possible. This study reveals a positive growth and engagement on students' development of reading activities and some other kinds of language learning. Chapelle (2008) supports this finding by stating that learner-computer interaction effectively occurs when using texts, images, audio segments or video clips, and that these types of tasks provide controlled opportunities for linguistic input to learners.

With the implementation of Computer Assisted Language Learning as mediation for having a better control and succeed when following the genre-based cycle, it was

distinguished the way learners were able to work independently and collaboratively.

Students' interaction with computer and other peers was successful. Technology is a way to empower students since they take control of their own learning and also permits them to cross the classroom's walls for interaction and exploration (Johnson, Smith, Levine, & Haywood, 2010).

Improvement in writing the same type of texts was an inherent result of a *repetitive* reading cycle. Although the main objective of this research was focused on the advancement of reading comprehension abilities, it is undeniable that students experience with the genre-based approach permitted them to memorize, internalize and take control of a narrative (short stories) genre. This point is clearly evidenced when contrasting pre and post writing artifacts (see attachments 28.29). The understanding of the structure of a narrative text, the analysis and identification of important grammar patterns and also the highlighting of specific vocabulary when reading a narrative short story, definitely allowed learners to be able to write a similar new text demonstrating they could handle aspects like story parts and its characteristics, use of action verbs in past and even the spelling of some words.

It is equally important to mention that considering time constraints, it is recommended that similar plans would be implemented within a continuous term in such a way as disruptions will be avoid. Taking into consideration this experience, it should be said that the implementation of the plan took more time than expected and that there was a gap in terms of continuity of the lessons, which interrupted the flow of the cycle, precisely for that reason a restarting of some initial concepts were necessary.

Finally, teachers should pay carefully attention when they suggest to their students' tasks mediated by technology, since these kinds of tools sometimes may distract learners of their initial purpose. Students need to be monitored and supported all the time.

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8. Appendices

8.1. Instruments for the need analysis

Cuestionario

Descripción: El siguiente es un cuestionario que será usado como instrumento de recolección de datos y que está dirigido a los estudiantes de la clase 6A del Colegio Alemán de Barranquilla. Las preguntas estarán divididas en 4 diferentes categorías.

Objetivo: este instrumento busca conocer la percepción de los estudiantes respecto a las actividades relacionadas con lectura en la clase de inglés.

Ordena las respuestas de 1 a 5 según la importancia que para ti tienen; 1 es la más importante.

Appendix 1. Materiales

Materiales	
Cuando estoy en casa puedo leer usando: <input type="checkbox"/> libros <input type="checkbox"/> computador <input type="checkbox"/> celular <input type="checkbox"/> revistas y periódicos <input type="checkbox"/> no leo en casa	En la clase de inglés prefiero las lecturas que se hacen usando: <input type="checkbox"/> el tablero electrónico <input type="checkbox"/> el libro <input type="checkbox"/> fotocopias <input type="checkbox"/> un computador <input type="checkbox"/> el celular
Sería bueno tener material extra de lectura como: <input type="checkbox"/> una obra literaria <input type="checkbox"/> unos comics <input type="checkbox"/> un libro con cuentos <input type="checkbox"/> revistas y periódicos <input type="checkbox"/> afiches y folletos	Pienso que las lecturas que ofrece el libro de Inglés son: <input type="checkbox"/> interesantes <input type="checkbox"/> divertidas <input type="checkbox"/> aburridas <input type="checkbox"/> difíciles <input type="checkbox"/> sencillas
Metodología / tipo de actividades	
Los temas de lectura que más disfruto son los relacionados a: <input type="checkbox"/> la ciencia y tecnología <input type="checkbox"/> los cuentos, fábulas, mitos <input type="checkbox"/> la sociedad y cultura <input type="checkbox"/> la naturaleza y el medio ambiente <input type="checkbox"/> la ficción y fantasía	Me gustaría que después de una lectura hiciéramos lo siguiente: <input type="checkbox"/> responder preguntas escritas <input type="checkbox"/> un ejercicio usando la tecnología <input type="checkbox"/> una tira cómica <input type="checkbox"/> leer un poco más en casa <input type="checkbox"/> responder las preguntas del profesor
La mejor actividad relacionada con la lectura en la clase es: <input type="checkbox"/> la del workbook <input type="checkbox"/> el Reading Team <input type="checkbox"/> las preguntas del profesor <input type="checkbox"/> una competencia <input type="checkbox"/> la del libro del estudiante	La forma como los profesores de inglés hacen actividades de lectura es: <input type="checkbox"/> buena <input type="checkbox"/> divertida <input type="checkbox"/> aburridora <input type="checkbox"/> poco interesante <input type="checkbox"/> mala
Estilos de aprendizaje	

Cuando leo en la clase de inglés me gusta hacerlo: <input type="checkbox"/> individual y silenciosamente <input type="checkbox"/> con otro compañero (a) <input type="checkbox"/> en grupos (más de 2 personas) <input type="checkbox"/> que el profesor lea en voz alta <input type="checkbox"/> no me gusta la lectura	Las actividades que más disfruto son: <input type="checkbox"/> dibujar y colorear <input type="checkbox"/> escuchar música y audio <input type="checkbox"/> ver imágenes y videos <input type="checkbox"/> hacer juegos con movimiento <input type="checkbox"/> leer y después hablar con otros
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En la siguiente categoría debes escoger una sola respuesta.

Appendix 2. Tipos de texto

Tipos de texto	
Las lecturas del libro de Inglés son: a. Muy fáciles de entender b. Fáciles de entender c. Comprensibles d. Complicadas de entender e. Muy complicadas de entender	Las historias normalmente son: a. Muy cortas b. Cortas c. Justas para mi nivel d. Largas e. Muy largas
Las historias que leemos... a. No las conocía, son nuevas para mi b. Ya conocía a algunas, no todas c. Son conocidas d. Ya las conocía a todas	Los textos que mas me gustan son: a. Los que narran una historia b. Los que dan una explicación a algo c. Los que dicen cómo hacer algo d. Los que informan de algo

Responde las siguientes preguntas con sinceridad y dejando clara tu opinión.

1. ¿Consideras que las habilidades de lectura en inglés se están desarrollando correctamente en las clases de Inglés?

Si – No ¿Por qué?

2. ¿Qué te gustaría cambiar o que se incluyera en las clases de lectura en inglés? ¿Por qué?

3. ¿Cuál piensas que es la dificultad que existe cuando enfrentas una lectura en inglés? ¿Qué sugerencias puedes dar para mejorar esa dificultad?

4. Según lo que has observado en clases; ¿qué opinan algunos de tus compañeros respecto a las actividades de lectura en Inglés? ¿Cuál es su actitud frente a estas actividades?

8.2. Instruments for the need analysis

Teachers' Interview

Description: the next questions are going to be made to English teachers in the German School in Barranquilla for collecting some data that allows us to have relevant information about reading processes they lead in their classrooms, as well as their opinions, ideas and suggestions.

Age: _____ Teaching experience (months/years): _____

Teaching service in the German School: _____

Appendix 3. Teachers' Interview

Materials / Text types
<ol style="list-style-type: none"> 1. What are the types of texts you use in your classes to develop reading competency in your students? Are those significant for students' interests? 2. Do you have the possibility to offer to your students some complementary readings for them to enrich their skills? If so, what type of material do you use? 3. What other tools do you use to support and develop reading comprehension skills? 4. Do you usually assign reading tasks for learners to work at home? 5. What is your consideration, in terms of level's pertinence, about the content of the textbooks? 6. What types of texts have you noticed students enjoy the less when they read? Why?

Methodology /activity types
<ol style="list-style-type: none"> 1. How do you usually develop a reading activity? 2. How do you manage some students' lack of motivation to read? 3. What is your opinion about the activities the textbooks offer to students to work with reading comprehension? 4. What are some activities students enjoying the most in your reading classes?

Learning styles
<ol style="list-style-type: none"> 1. What kind of reading activities or topics have you noticed your students enjoy the most in your classes? 2. Do students have the opportunity to do reading in groups in your classes? 3. Are elements like images, videos, songs, photocopies, etc., included in a reading task? 4. What are some reasons why students struggle when doing reading comprehension tasks?

SECTION 2 - LESSON PLANS AND MATERIALS

Appendix 4. Section 2 - lesson plans and materials

Teacher: Orlando Barrios B. School Name: Colegio Alemán de Barranquilla
UNIT OVERVIEW
Unit Title: Unit 1 – Literature / Short stories Grade Level: Klasse 6 (5th grade) Approximate time needed for the development of the unit: eight hours (60 minutes each)
UNIT FOUNDATION
Goals: <ol style="list-style-type: none"> 1. Target: (content, skills) Development of reading comprehension skills applying the Genre-Based Approach GBA mediated by Computer Assisted Language Learning CALL. 2. Learning: (personal attitudes) Encouragement of students' interest toward the development of reading competences and activities. 3. Human: (Social) Self-confidence development.
STUDENT OBJECTIVES/LEARNING OUTCOMES
General Objectives of the Unit: <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the stages in a narrative text. 2. Recognize the conflict of a narrative text and offer a resolution. 3. Identify main ideas within the story. 4. Distinguish the order in which events happen in a narrative short story. 5. Participate in the English class through the display of cooperative reading

methods, activities and exercises.

6. Take part in the class without being afraid of making mistakes.

Specific Objectives of the Unit:

a. Contextualization

1. Make predictions of the content based on the title, subtitles and peripheral information.
2. Activate prior knowledge in learners through the introduction of the context.
3. Understand the purpose of the reading. (Genre – field).
4. Provide information about the author for a better understanding of the context.

b. Structure and purpose

1. Distinguish topics, subtopics and sections of the reading.
2. Identify time-order transition words.
3. Be aware about the characteristics of narrative- genre.
4. Recognize the stages of a short story.

c. Deconstruction

1. Identify the main ideas in the paragraphs.
2. Recognize the most significant events in the story.
3. Answer questions in a literal and inferential comprehension level.
4. Distinguish past actions and verbs.
5. Infer implicit information from the text.

6. Identify problems and possible solutions.

d. Representation of the ideas of the text

1. Use a sequence chart to order the main events of the story.
2. Complete a Main Idea and Details chart.
3. Use a Problem and Solution chart.

e. Joint construction

1. Organize a narrative text by the identification of its structure.
2. Rewrite a short story.

Genre and text	Linguistic features (grammar, vocabulary, text features/structure)	Strategies
<p>Narrative texts: Short stories</p> <p>➤ Text 1:</p> <p>The moon Tree</p>	<ul style="list-style-type: none"> • Past action verbs. • Emotions, attitudes • Character traits – adjectives. • Social relationships 	<p>Strategies:</p> <ul style="list-style-type: none"> • Contextualization. • Modelling and deconstructing. • Joint construction. • Independent construction.

8.3 LESSON PLANS.

LESSON PLAN 1	
<p>Name of the teacher: Orlando Barrios.</p> <p>Class / grade: Klasse 6 (5th grade) Number of students: 24</p> <p>Average ages of students: 11 - 12</p> <p>Unit/Topic: Short stories</p> <p>Allotted time: 3 hours – 180 mins.</p>	
<p>Goals:</p> <ol style="list-style-type: none"> 1. Target: Development of reading comprehension skills applying the Genre-Based Approach GBA mediated by Computer Assisted Language Learning CALL. 2. Learning: Encouragement of students' interest toward the development of reading competences and activities. 3. Human: Self-confidence development. 	
<p>At the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Make predictions of the content based on the title, subtitles and peripheral information. 2. Organize a narrative text by taking into consideration its main stages. 3. Understand the purpose of the reading. (Genre – field). 4. Recognize the stages of a short story. 5. Distinguish past actions and adjectives to describe places and people as an objective vocabulary of short stories. 	
<p>Assumed Knowledge: students are assumed to make predictions taking into consideration some images, titles and subtitles. Likewise, main ideas and details and sequence of events. They are expected to have poor or no knowledge about the recognition of the stages of a story as well as the genre and field.</p>	
<p>Linguistic features and skills that will be developed in this class:</p> <ul style="list-style-type: none"> ✓ Make predictions ✓ Genre - Field ✓ Stages of a narrative text ✓ Topics and subtopics <p>Materials and resources that will be used in this class: smartboard, students' book, board, worksheets, computers, cards, pencils.</p>	

Appendix 5. Lesson plan 1.

Class Stage	Objective	Teacher's procedures and activities	Materials	Allotted time and type of interaction
Contextualization/ Preparing for reading	1. Activate prior knowledge in learners through the introduction of the context.	<p>Teacher will invite students to watch a short video in which they can get some information about Apollo 14 and the moon trees.</p> <p>https://www.youtube.com/watch?v=GSMbeFRkw3Q</p> <p>After watching the video teacher will make some questions related to astronauts, the space and the moon:</p> <p><i>What is an astronaut? Do you know one of them? Who? Have you seen a space shuttle? What is the NASA? Where is it? Who was the first man landing on the moon? Is there life in the moon? Why? How is the moon surface? Would you like to visit it? Can trees live on the moon? Why?</i></p>	- Marker, smartboard.	
	2. Make predictions of the content based on the title, subtitles and peripheral information.	<p>Teacher will show students the images of the story on the smartboard so they do not have to open their books yet; also the title and the images it contains. Then, he will provide some questions and students will discuss about them. (See Text sample 1)</p> <p><i>Look at the title and tell me, what does it mean for you? Look at the picture with the title, is the tree on the moon? What is going on this picture? Describe what it is happening. What do you think the story is going to be about? Why?</i></p>	- Images / smartboard.	
	3. Provide information about the author.	<p>Teacher will display a PPP with information about the author and the illustrator. After this activity, students could have a better understanding of the context and background of the creation of the story.</p> <p>(See PPP – slides 1 and 2)</p>	- PPP presentation / smartboard / computers / mobiles / tablets.	

Modelling / Deconstruction / Structure and purpose.	<p>4. Understanding the context of the story.</p>	<p>Then, students will give their comments about what object they would like to save to help them remember their past using <i>Padlet.com</i>. They could use their mobiles or computers. <i>Padlet</i> is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, and share links and pictures. It allows students to write, record voice or video.</p> <p>After Ss’ participation teacher will show or read some of the comments and have a light discussion with them about what they posted. It will allow them to have an idea about what the text will be about.</p> <p>https://es.padlet.com/ohbarrios/ljrufae1r1</p> <p>(See Sample activity 1)</p>	<p>- Student’s book / smartboard / sequence of events chart’s worksheet / summary of the story in four stages.</p>	
	<p>5. Understanding the purpose of the reading.</p>	<p>Teacher will announce the purpose of the reading and will mention that the text is a narrative – short story. Likewise, the teacher will explain what the story is about.</p> <p><i>The purpose of this reading is to identify and recognize important characteristics in a short story, such as its stages, identify vocabulary and recognize the setting and characters. This story is going to be about two boys that try to save a special tree, and the importance to protect things from the past. In The Moon Tree story we will notice that sentences written in past tense will be noticeable since one of the characteristics on narrative texts will be the use of past structures.</i></p> <p><i>What comes to your mind when hearing “Short Story”? Can you mention some short stories you already know? What are the characters? What is the setting? What characteristics those stories have in common?</i></p>	<p>Worksheets / audio CD / Smartboard</p>	
	<p>6. Understanding the text structure.</p>	<p>Teacher will show to students an example of a short story divided in three basic moments: the orientation, the complication and the resolution. He will also explain the characteristics in each and some other important narrative features such as setting and plot. It is considerable the fact that students are already familiarized with some</p>	<p>- Smartboard / audio C.D //</p>	

		<p>elements of narrative texts such as the setting and the characters. In this sample story students will be able to recognize characters and setting.</p> <p>(See Sample activity 2 – PPP slide 3)</p> <p>(See PPP – Slides 4 and 5)</p> <p>Students will listen the story by playing the audio C.D., then teacher will ask them to tell what the selection was about. The teacher will remind the stages of the text and will focus on the concepts of setting and plot. After, students will identify some meaningful features of the setting of the story and the most important events in it.</p>	worksheets	
	7. Recognize the stages of a short story.	<p>Teacher will provide students with a worksheet in which they will find three paragraphs summarizing the main parts of the text (orientation, complication, and resolution). Then, he will remind students the type of text it is and the characteristics previously mentioned. Also, that the narrative texts have three important moments or stages. In a different sheet they will find a sequence of events chart and they should rewrite each paragraph taking into consideration the order and the stages of the story.</p> <p>(See Worksheets 1 and 2)</p>	Mobiles / computers	
	8. Read aloud	<p>Later, teacher will provide a worksheet in which students will represent the sections of the story (The Moon Tree) by drawing. This activity is going to be guided by some informative questions, in terms of the function of the stage.</p> <p>(See Worksheet 3)</p> <p>Students will take turns to read the first and second paragraphs (text sample pages 2 and 3). Then, teacher will ask students to describe setting and some characters' traits. They will use padlet.com for this purpose. Padlet is an online virtual "bulletin" board, where students and teachers can collaborate, reflect, and share links and pictures. It allows students to write, record voice or video.</p> <p>https://padlet.com/ohbarrios/q3m9ph7p6hcz</p>	- Smartboard / cellphones or computers.	

	<p>9. Build vocabulary</p>	<p>(See Sample activity 3)</p> <p>Teacher will help students to learn the definitions of the boldfaced words by inviting volunteers to read one of the terms and its definition and, when possible, reread the sentence, replacing the word with a synonym or definition. These are key words that will allow students to have a better understanding of the context, setting, and main moments in the plot. Students will have the chance to practice the target vocabulary in <u>quizlet.com</u>, which offers a variety of activities that aim to the practice and learning of target vocabulary.</p> <p><u>https://quizlet.com/ 4ur33m</u></p> <p>(See Sample activity 4)</p> <p>After the on line activity students will choose 5 of the boldfaced words and they will write five sentences in their notebooks using each of them.</p> <p>Teacher will remind students that an adjective describes a noun and it usually comes before it.</p> <p><i>“Writers use adjectives to give details about the setting and to describe characters.”</i></p> <p>Teacher will ask students to discuss how the adjectives on the first page help them visualize the setting of the story. Then, they will use a T-Chart to describe the setting. In the left column they should list descriptive words and in the right one they will clues from the illustrations and text that support the descriptors.</p> <p>(See Worksheet 4)</p>	<p>- Notebooks</p>	
	<p>10. Recognize grammar patterns (simple past)</p>	<p>The teacher will display the story on the smartboard and will play the audio cd as students read the first paragraph on the screen. Then, the teacher stops the track and asks for some students to read sentence by sentence. Teacher explains that most of the narrative short stories are told using the past and that the students should recognize those actions in the sentence by highlighting them. A worksheet will be provided to students for them to underline or circle verbs or action in past in the first four paragraphs of the selection.</p>	<p>- Worksheets</p>	

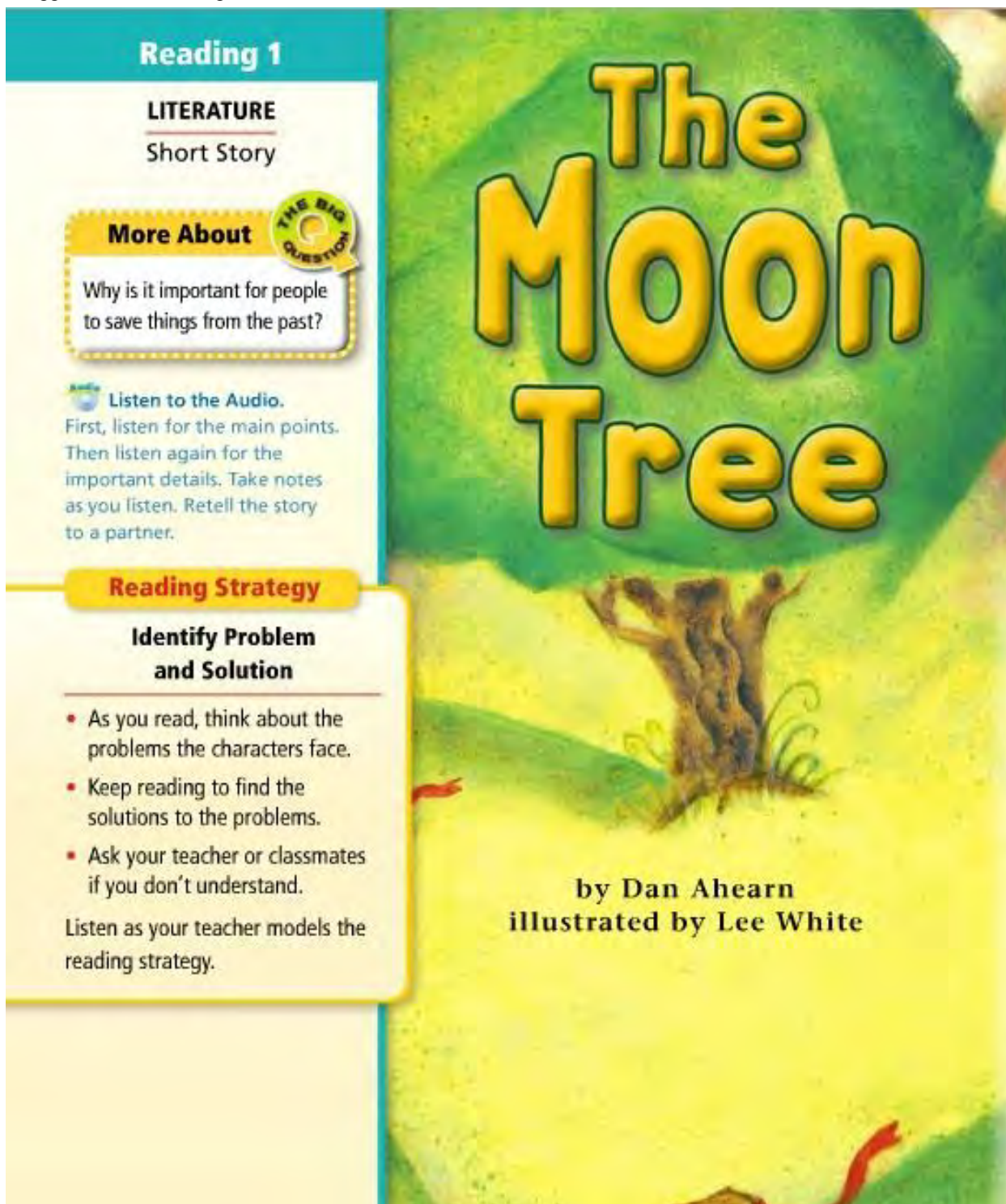
<p>Joint construction / recognizing and organizing similar narrative texts / structure identification and recognition of grammar patterns.</p>	<p>11. Recognize and organize a similar narrative text.</p>	<p>(See Worksheet 5)</p> <p>Then, teacher will review how to form the regular past tense of a verb by writing <i>Plan</i> and <i>Planted</i> on the board. Pointing out that <i>plant</i> describes an action happening now, adding –ed to <i>Plant</i> puts the action into past. Teacher will also say that some verbs form the past tense in different ways and that we call these verbs irregular. Teacher will read the first sentence on page 327 pointing out that <i>Forgot</i> is the past tense of verb <i>Forget</i>. The words will be written on the board. After the explanation teacher will suggest students to have an activity in Quizlet where they will understand the meaning of the most of the verbs in past tense within the text and also distinguish whether they are regular or irregular.</p> <p>https://quizlet.com/_4wag15</p> <p>After the recognition of some actions in past throughout the text, the teacher will invite students to play <i>Kahoot</i> (interactive activity in which students can use their cell phones, tablets, laptops or computers to choose an option and be ranked by getting points) by completing some sentences taken out from the story using the appropriate past verb.</p> <p>https://play.kahoot.it/#/?quizId=571f9705-39de-40a0-8e20-90bebaa57cc7</p> <p>(See Sample activity 5)</p> <p>Teacher will reinforce the concepts of orientation, complication and resolution of a narrative text, and setting and plot as well. For this purpose some questions or statements will be shown using <i>Plickers.com</i>. To use this tool, students can work in pairs or groups of three. They will have a card provided by the teacher in order to select the correct option of some question shown of the smart board. Teacher will get their answer by scanning the cards with the selected option with his mobile. The answers will be displayed on screen (See Sample activity 6).</p>	<p>- Cellphones, tablets or computers.</p>	
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<p>Independent writing</p>	<p>12. Using the skills to write similar texts.</p>	<p>Students will make groups of three or four and the teacher will give them a new short story divided in three different pieces of paper (orientation, complication and resolution). Each of them will read them and then they should identify each stage of the text and put the story in order. Teacher will be guiding the process. After that, the teacher will lead each group to read a moment of the story aloud in order to identify characters and setting.</p> <p>(See Worksheet 6)</p> <p>Using the same sample text provided by the teacher, the groups will distinguish the four important moments of the story (plot) in a sequence of events chart as shown on the (See Worksheet 7).</p> <p>Teacher will give students information regarding to characters and settings. Students will write a narrative short story based on the given information and applying what they have learned. Creativity and knowledge will be important to title and structure it.</p> <p>For this purpose, the teacher will suggest the use of Bookcreator.com that is a web page that give learners the opportunity to design their stories the way they wish, using images, sounds, etc.</p>	<p>Plickers cards.</p> <p>Worksheets</p> <p>Computers, smartboard.</p>	
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8.4. Class materials

Appendix 6. Text sample 1




Reading 1

LITERATURE
Short Story

More About 

Why is it important for people to save things from the past?

 **Listen to the Audio.**
First, listen for the main points. Then listen again for the important details. Take notes as you listen. Retell the story to a partner.

Reading Strategy

Identify Problem and Solution

- As you read, think about the problems the characters face.
- Keep reading to find the solutions to the problems.
- Ask your teacher or classmates if you don't understand.

Listen as your teacher models the reading strategy.

The Moon Tree

by Dan Ahearn
illustrated by Lee White



The ball flew like a rocket into the woods. Hector found the ball next to a strange, flat stone that was dirty and scratched. It rested against a tall **sycamore** tree. On the stone was a brass **plaque**. It said:

*The seed of this tree was a space **explorer**.
It went to the moon
with the **crew** of the **Apollo 14**.
The seed was planted here on July 4, 1976.*

Hector ran to get his friend Stuart. He didn't notice the red flags that circled the tree.

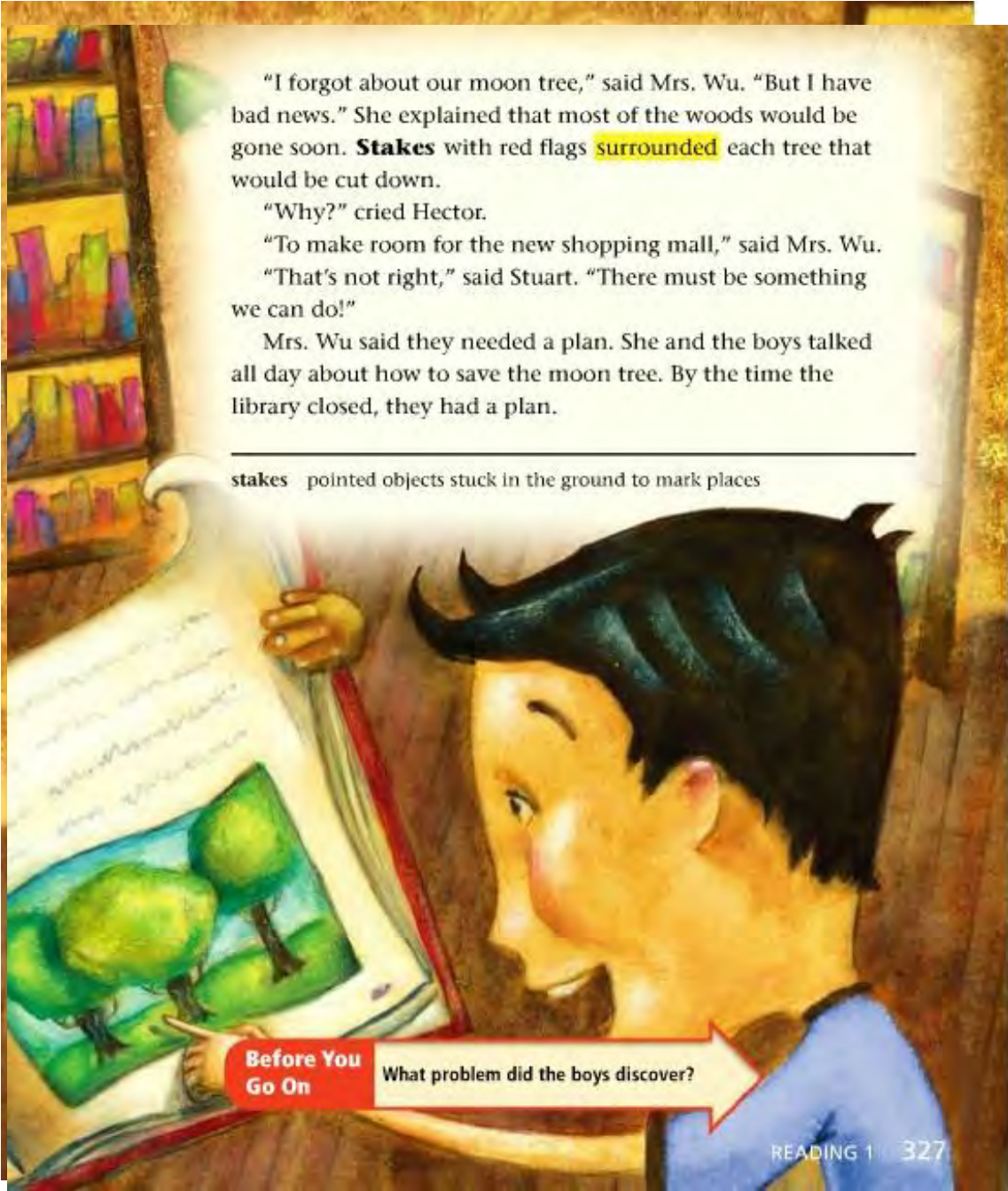
sycamore North American tree with broad leaves

crew people who work together

Apollo 14 third spaceship to land on the moon

**Before You
Go On**

What did Hector find when he was looking for a ball?

A young boy with dark hair and a blue shirt is looking intently at a large open book. The book has a drawing of three green trees on a hill. The background shows a bookshelf with colorful books.

"I forgot about our moon tree," said Mrs. Wu. "But I have bad news." She explained that most of the woods would be gone soon. **Stakes** with red flags **surrounded** each tree that would be cut down.

"Why?" cried Hector.

"To make room for the new shopping mall," said Mrs. Wu.

"That's not right," said Stuart. "There must be something we can do!"

Mrs. Wu said they needed a plan. She and the boys talked all day about how to save the moon tree. By the time the library closed, they had a plan.

stakes pointed objects stuck in the ground to mark places

**Before You
Go On**

What problem did the boys discover?

READING 1 327

The boys met with their friends. They told their friends the plan to save the moon tree.

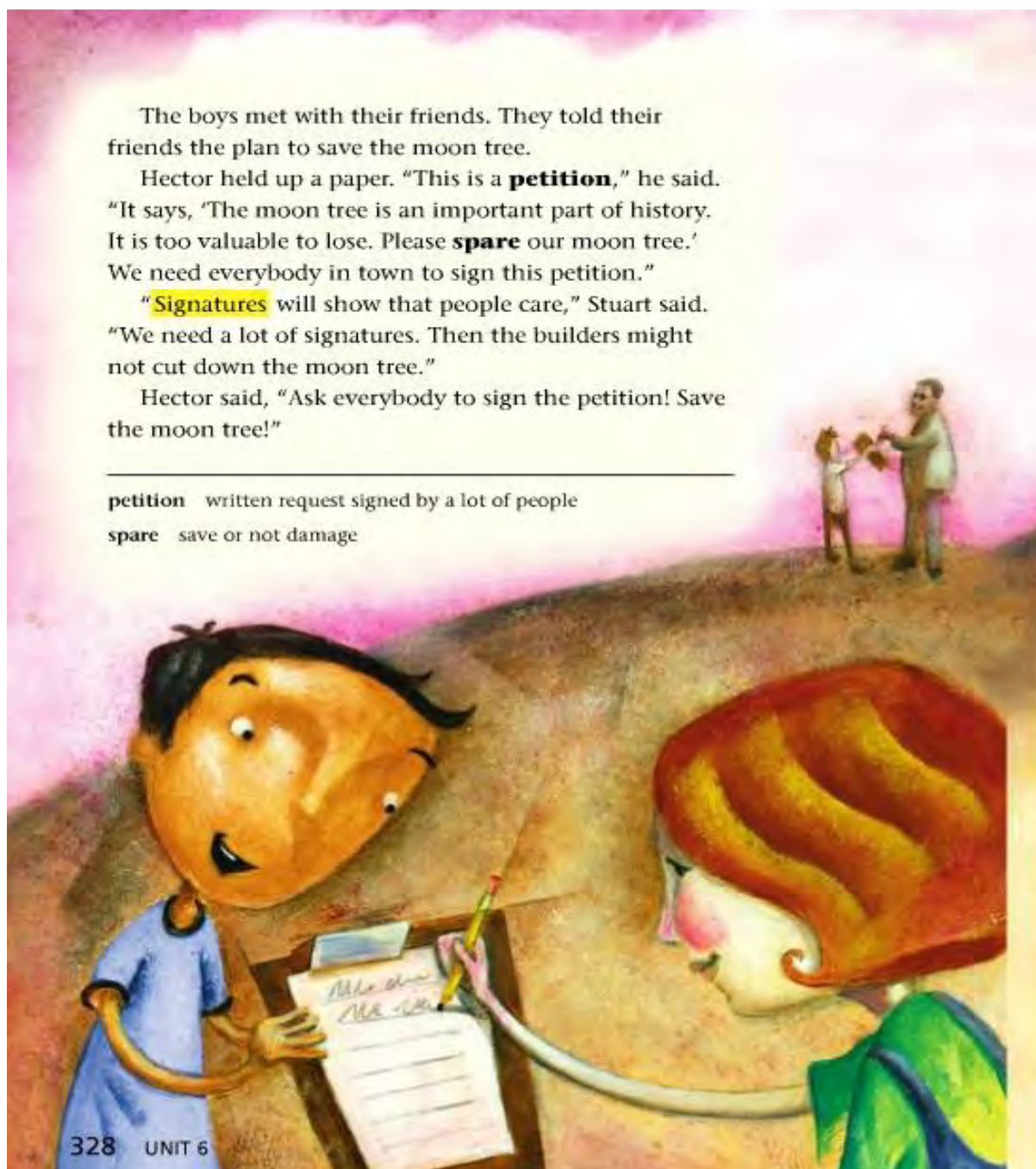
Hector held up a paper. "This is a **petition**," he said. "It says, 'The moon tree is an important part of history. It is too valuable to lose. Please **spare** our moon tree.' We need everybody in town to sign this petition."

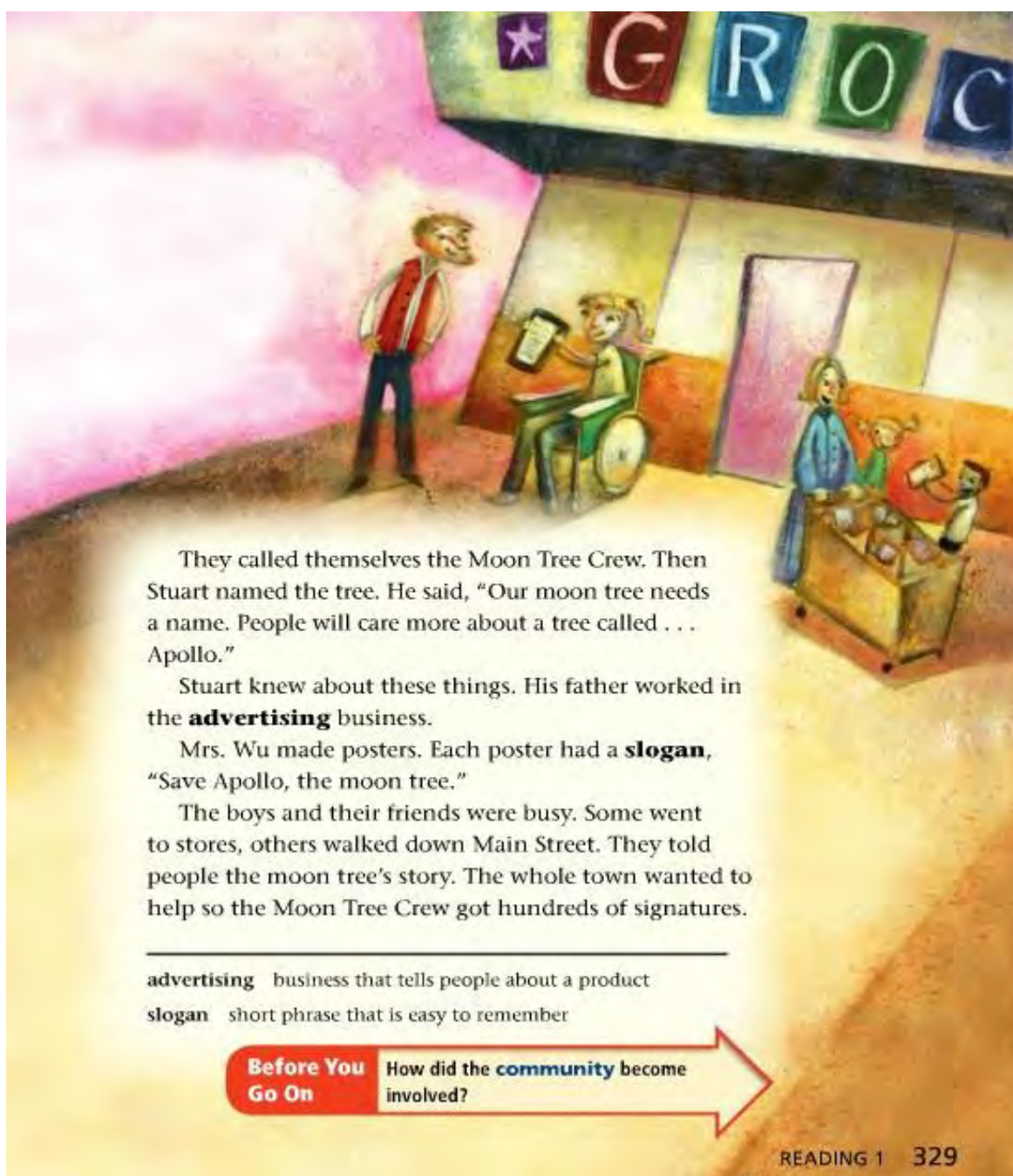
"**Signatures** will show that people care," Stuart said. "We need a lot of signatures. Then the builders might not cut down the moon tree."

Hector said, "Ask everybody to sign the petition! Save the moon tree!"

petition written request signed by a lot of people

spare save or not damage





They called themselves the Moon Tree Crew. Then Stuart named the tree. He said, "Our moon tree needs a name. People will care more about a tree called . . . Apollo."

Stuart knew about these things. His father worked in the **advertising** business.

Mrs. Wu made posters. Each poster had a **slogan**, "Save Apollo, the moon tree."

The boys and their friends were busy. Some went to stores, others walked down Main Street. They told people the moon tree's story. The whole town wanted to help so the Moon Tree Crew got hundreds of signatures.

advertising business that tells people about a product

slogan short phrase that is easy to remember

**Before You
Go On**

How did the **community** become involved?



Hector and Stuart took the petition to Mr. Bowman. He built shopping malls for a **living**.

"Boys, you've made this tree famous," he said. "How did you do it?"

"My father told me how," said Stuart. "He works in advertising."

Mr. Bowman laughed. "When I was your age, I saw the first **lunar** landing on TV. But has this tree really been to the moon?"

"Yes, but it was only a seed then," said Hector.

"It never actually landed on the moon," Stuart added. "It only **orbited** the moon."

Mr. Bowman was silent for a moment. "That's close enough for me," he said.

living way to earn money

lunar about the moon

orbited traveled in a circle in space around a larger thing



Mr. Bowman did build a shopping mall, but he saved Apollo, the moon tree. He had the old plaque cleaned and shined. Under the old plaque, he added a new one. It said:

The Moon Tree Crew saved this tree.

"Thank you!" said Hector and Stuart.

"No, thank you," said Mr. Bowman. "This tree brings all of us closer to the moon."



196-198

Reading Strategy

Identify Problem and Solution

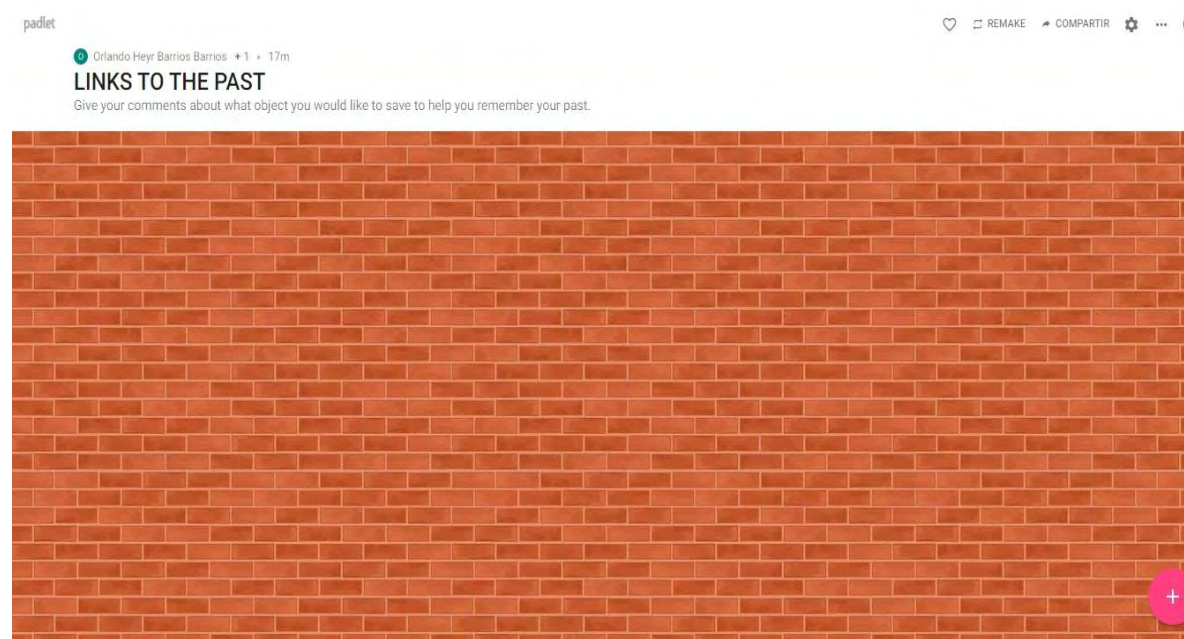
- What problems did the boys in the story have?
- How did they solve the problems?
- Did thinking about the problems and solutions help you understand this story? How?

Think It Over

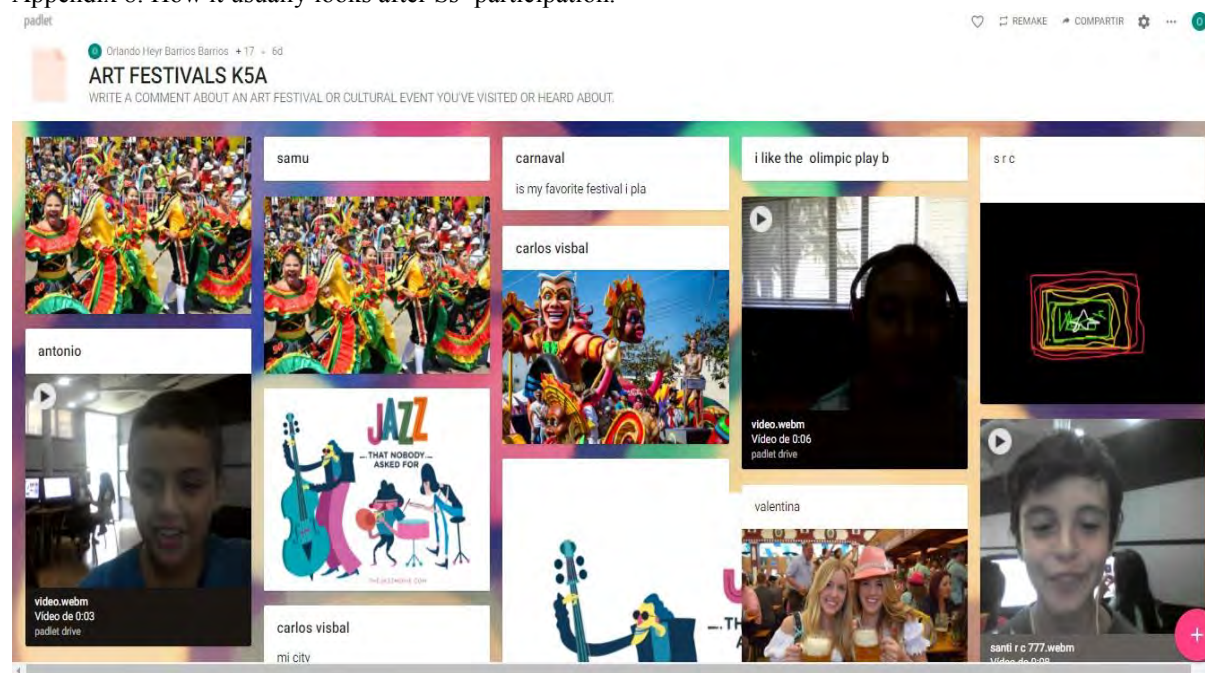
1. **Recall** What was **unique** about the moon tree?
2. **Comprehend** Why was the moon tree in danger? Explain.
3. **Analyze** How did the boys **achieve** their goal?

Sample activity 1¹

Appendix 7. Sample activity 1



Appendix 8. How it usually looks after Ss' participation.



¹ The examples were taken from padlet.com

Sample activity 2.

Appendix 9. Sample activity 2. (PPP slide 3)

The Fox and the Crow


an Aesop's fable retold by Lee Martin


One sunny, fall day, Mr. Fox went walking through the forest. "This would be a perfect afternoon," he said to himself, "except for my empty tummy." Echoing his thoughts, his stomach rumbled loudly.

Just then, Mr. Fox heard wings flapping overhead and he looked up to see a crow with a large piece of cheese in its beak. The crow landed in a tree nearby and Mr. Fox thought to himself, *That cheese looks very tasty. I must find a way to get it.* Being a clever fellow, he soon came up with an idea.


"Hello, Ms. Crow. Your feathers look especially **glossy** today and your eyes are as bright as glass beads."

glossy shiny





ORIENTATION



COMPLICATION

As Ms. Crow **cocked** her head, Mr. Fox knew he had her attention. He continued, "Your voice must be even more beautiful than the lovely picture you make sitting in that tree. I am sure if I could hear you sing, I would call you the Queen of All Birds!"

Pleased with Mr. Fox's **praise**, Ms. Crow took a deep breath and opened her beak to **caw**. Out fell the cheese, straight to the ground. Mr. Fox snapped it up.

"Yum! That is just what I needed, Ms. Crow. Let me offer you some **advice**: Do not trust someone whose words are meant only to **flatter**."

COMPLICATION

RESOLUTION

cocked tilted

caw make a sharp, scratchy call, from a crow



Worksheet 1.

Remember that a narrative text usually has three important stages: *Orientation, Complication and Resolution*, read and organize the text.

Appendix 10. Worksheet 1.

<p>Hector and Stuart met Mrs. Wu, the librarian, who told them that the tree will be cut down to make room for a new shopping mall.</p> <p>The boys had a plan to save the tree. Hector, Stuart and Mrs. Wu with other friends wrote a petition and made everybody in the city to sign it. They made posters and publicity to tell the moon tree story and to save it.</p>	<p>Hector and Stuart were playing with a ball in the park when they discovered a sycamore tree with a plaque that said that the tree grew from a seed that was in the space with the crew of Apollo 14.</p> <p>The boys went to a library and read about the moon trees and how they grow on Earth.</p>	<p>Hector and Stuart took the petition to Mr. Bowman, the man who built shopping malls. He was very surprised about how famous the moon tree became after the boys advertising and petition.</p> <p>Mr. Bowman built the shopping mall but he saved the moon tree. Hector and Stuart added a new plaque under the old one that said "<i>the moon tree crew saved this tree</i>".</p>
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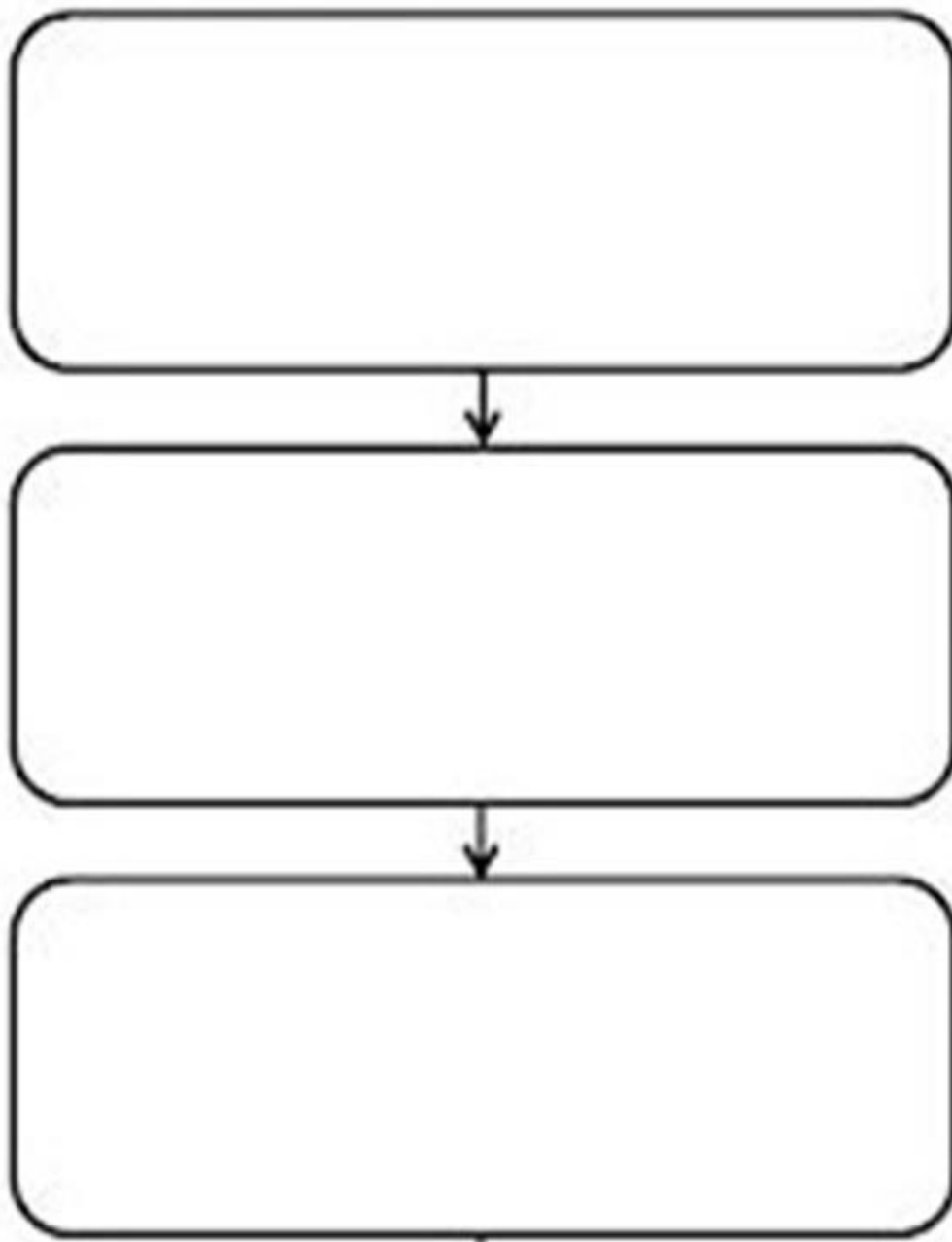
Remember that a narrative text usually has three important stages: *Orientation, Complication and Resolution*, read and organize the text.

<p>Hector and Stuart met Mrs. Wu, the librarian, who told them that the tree will be cut down to make room for a new shopping mall.</p> <p>The boys had a plan to save the tree. Hector, Stuart and Mrs. Wu with other friends wrote a petition and made everybody in the city to sign it. They made posters and publicity to tell the moon tree story and to save it.</p>	<p>Hector and Stuart were playing with a ball in the park when they discovered a sycamore tree with a plaque that said that the tree grew from a seed that was in the space with the crew of Apollo 14.</p> <p>The boys went to a library and read about the moon trees and how they grow on Earth.</p>	<p>Hector and Stuart took the petition to Mr. Bowman, the man who built shopping malls. He was very surprised about how famous the moon tree became after the boys advertising and petition.</p> <p>Mr. Bowman built the shopping mall but he saved the moon tree. Hector and Stuart added a new plaque under the old one that said "<i>the moon tree crew saved this tree</i>".</p>
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Worksheet 2.

Use the sequence of events chart to write the order in which events happened in the story. Remember to write the name of the stages of a short story.

Appendix 11. Worksheet 2.



PPP – Slides 4 and 5




Appendix 12. PPP – Slides 4 and 5

Setting

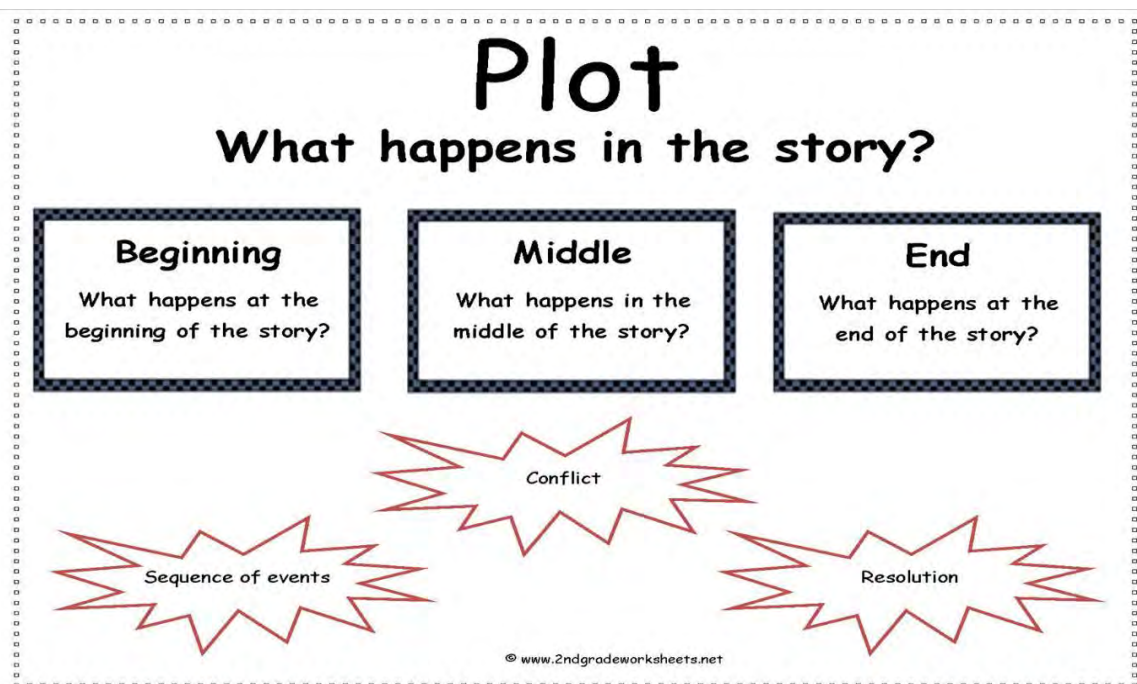
- The setting describes where and when the story takes place.
- It helps build background and create images in the mind.
- It helps set the tone or mood of the story.

Details can describe:

- ✓ Time of day
- ✓ Time of year
- ✓ Time in History
- ✓ Scenery
- ✓ Weather
- ✓ Location

Walsh Publishing Co. 2009



Worksheet 3.

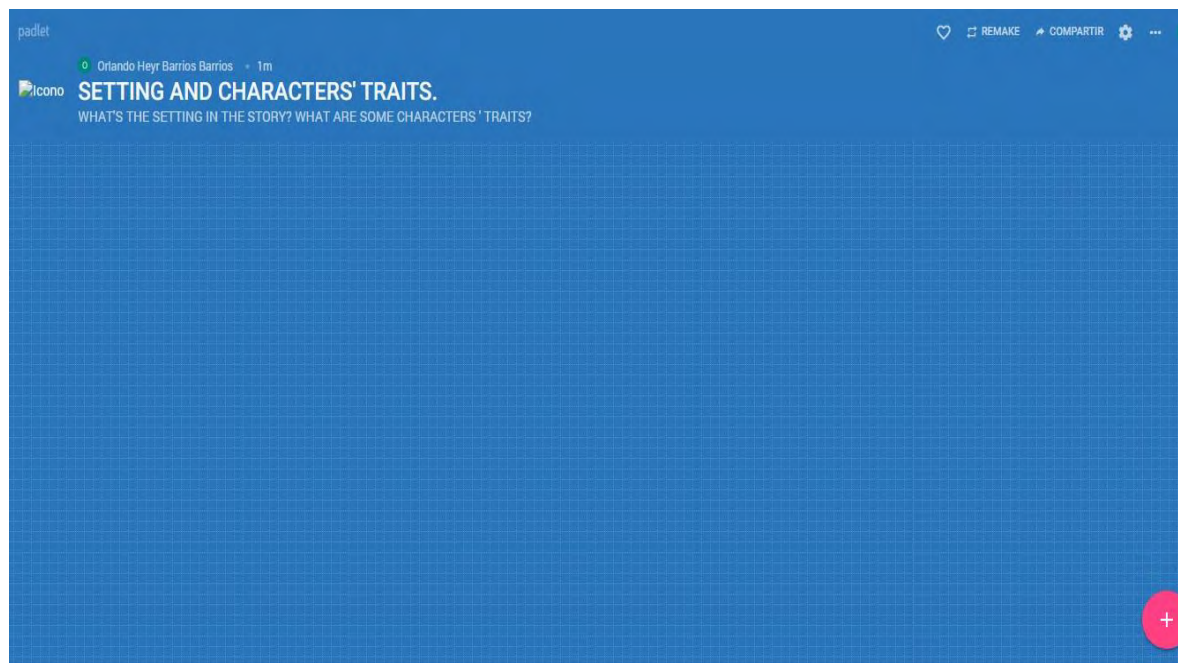
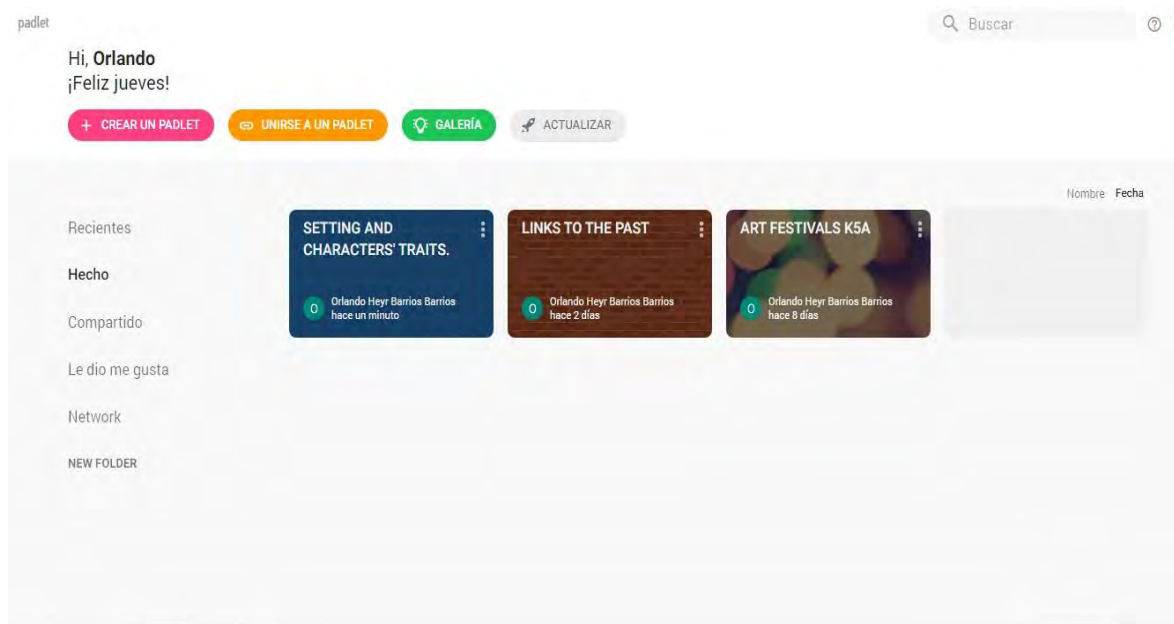
Read the questions as a guide to draw the most important moments of *The Moon Tree*

Appendix 13. Worksheet 3.

Who are the characters in the story? Where are they? What do they look like?	
What happened to them one day?	
What else occurred after that?	
How did they feel? Why?	
Which is the most serious complication? Why?	
Is the problem solved? How is the problem solved?	
What did you learn?	

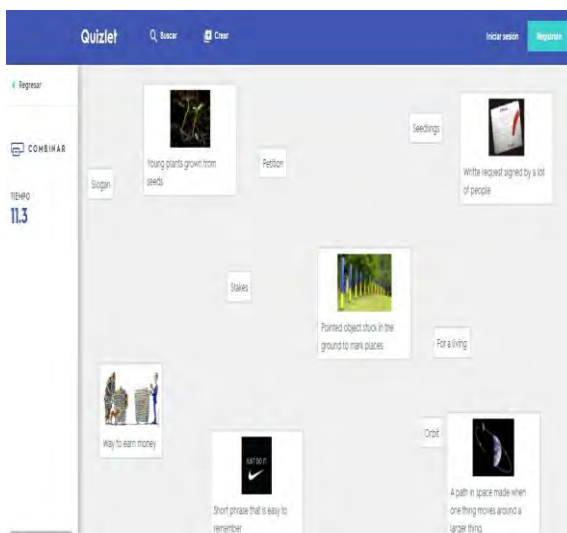
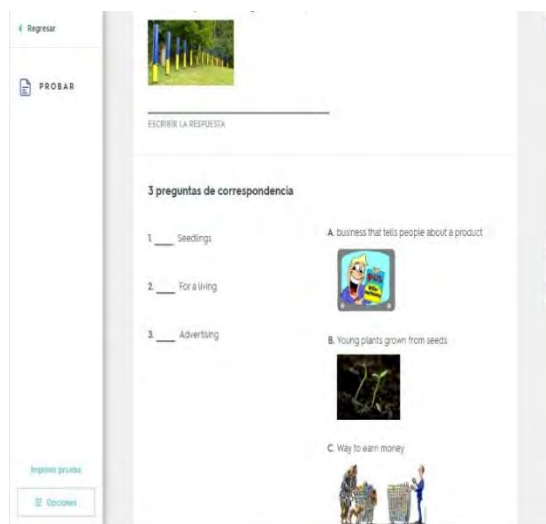
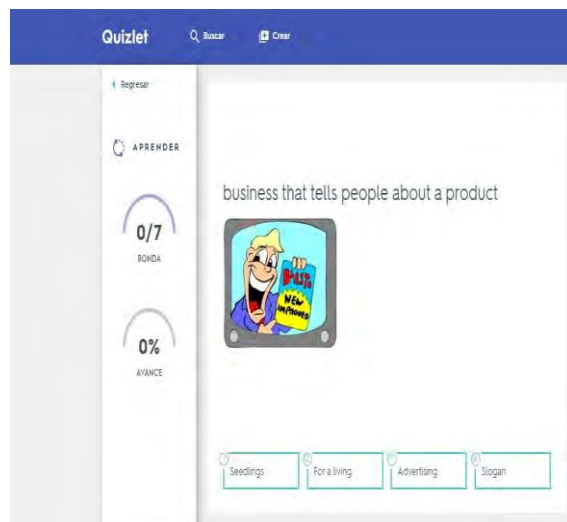
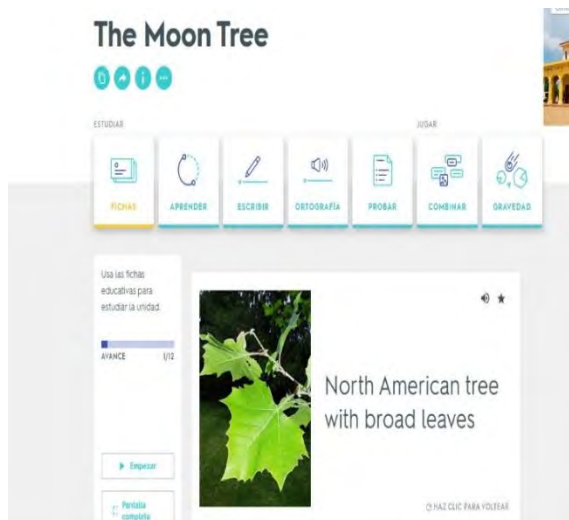
Sample activity 3.

Appendix 14. Sample activity 3.



Sample activity 4.

Appendix 15. Sample activity 4.



Worksheet 5.

Underline or circle verbs or action in past.

Appendix 17. Worksheet 5.

<p>The ball flew like a rocket into the woods. Hector found the ball next to a strange, flat stone that was dirty and scratched. It rested against a tall sycamore tree. On the stone was a brass plaque. It said:</p> <p><i>The seed of this tree was a space explorer.</i></p> <p><i>It went to the moon</i></p> <p><i>with the crew of the Apollo 14.</i></p> <p><i>The seed was planted here on July 4, 1976.</i></p> <p>Hector ran to get his friend Stuart. He didn't notice the red flags that circled the tree.</p>	<p>Hector and Stuart ran to the library, and they read about the moon trees. The boys learned that 500 seeds went on the space mission. The seeds didn't land on the moon. They stayed in orbit with astronaut Stuart Roosa. It had been his idea to bring the seeds.</p> <p>Back on Earth, the seeds grew into normal trees. Space travel had not changed them. People planted hundreds of moon tree seedlings, and the trees grew all over the world.</p> <p>The boys told the librarian, Mrs. Wu, about the moon tree.</p>
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Underline or circle verbs or action in past.

<p>The ball flew like a rocket into the woods. Hector found the ball next to a strange, flat stone that was dirty and scratched. It rested against a tall sycamore tree. On the stone was a brass plaque. It said:</p> <p><i>The seed of this tree was a space explorer.</i></p> <p><i>It went to the moon</i></p> <p><i>with the crew of the Apollo 14.</i></p> <p><i>The seed was planted here on July 4, 1976.</i></p> <p>Hector ran to get his friend Stuart. He didn't notice the red flags that circled the tree.</p>	<p>Hector and Stuart ran to the library, and they read about the moon trees. The boys learned that 500 seeds went on the space mission. The seeds didn't land on the moon. They stayed in orbit with astronaut Stuart Roosa. It had been his idea to bring the seeds.</p> <p>Back on Earth, the seeds grew into normal trees. Space travel had not changed them. People planted hundreds of moon tree seedlings, and the trees grew all over the world.</p> <p>The boys told the librarian, Mrs. Wu, about the moon tree.</p>
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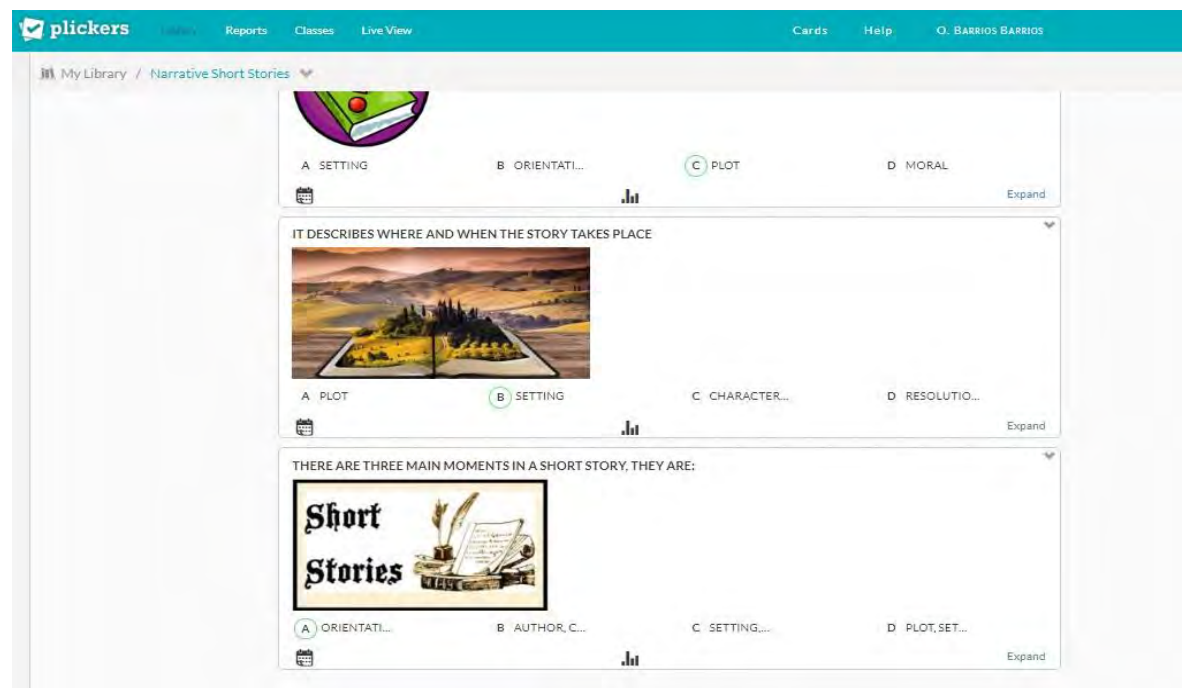
Sample activity 5.

Appendix 18. Sample activity 5.

<p>THE BALL ____ LIKE A ROCKET INTO THE WOODS.</p> <p>Next</p> <p>0 ✓0 0 0</p> <p>▲ FLY FLEW ✓</p> <p>● FLIES CRIES</p> <p>Show media</p> <p>End Game</p>	<p>Question 2 of 8</p> <p>HECTOR ____ THE BALL NEXT TO A STRANGE.</p>
<p>THE SEED ____ TO THE MOON WITH THE CREW OF THE APOLLO 14.</p> <p>16</p> <p>0 Answers</p> <p>▲ GO GONE</p> <p>● WENT GOD</p> <p>Skip</p>	<p>HECTOR ____ TO GET HIS FRIEND STUART.</p> <p>17</p> <p>0 Answers</p> <p>▲ RUN RAN</p> <p>● RUNS RAIN</p> <p>Skip</p>

Sample activity 6.1

Annex 19. Sample activity 6



The screenshot shows the Plickers web interface. The top navigation bar includes the Plickers logo, links to Library, Reports, Classes, and Live View, and user information for O. BARRIOS BARRIOS. The main content area is titled 'My Library / Narrative Short Stories'. It displays three quiz questions, each with a corresponding image and four multiple-choice options (A, B, C, D). The first question is about the definition of a plot, with the correct answer being C. The second question is about the definition of a setting, with the correct answer being B. The third question is about the three main moments in a short story, with the correct answer being A. Each question has an 'Expand' button and a small bar chart icon.

Question 1: IT DESCRIBES WHERE AND WHEN THE STORY TAKES PLACE. Options: A. SETTING, B. ORIENTATI..., C. PLOT, D. MORAL. Correct answer: C.

Question 2: IT DESCRIBES WHERE AND WHEN THE STORY TAKES PLACE. Options: A. PLOT, B. SETTING, C. CHARACTER..., D. RESOLUTIO... Correct answer: B.

Question 3: THERE ARE THREE MAIN MOMENTS IN A SHORT STORY, THEY ARE: Options: A. ORIENTATI..., B. AUTHOR, C..., C. SETTING..., D. PLOT, SET... Correct answer: A.



Worksheet 6.

Appendix 20. Worksheet 6.




LearnEnglish Kids

Boudica

Have you heard of Boudica? She was queen of the Iceni, a tribe of people who lived in eastern England, in Britain, almost 2,000 years ago.

Boudica was tall, with very long red hair, and wore a gold necklace and a beautiful brooch. She was very intelligent, and had probably been to 'warrior school' so she knew how to fight.

By AD 43, the Romans had conquered southern England. At first, they allowed Boudica and her husband to continue to rule. But when Boudica's husband died, the Romans took all his land and property. They decided to rule the Iceni and they treated them very badly. So, in AD 60 or 61, Boudica and the Iceni rebelled against the Romans, together with other tribes who were also treated badly by the Romans.

Boudica and her large army defeated one Roman army and destroyed the capital of Roman Britain, Colchester. In Colchester she destroyed the temple built for Emperor Claudius. They also destroyed two more cities. Many people died.

'Now I am fighting for my freedom. We must win this battle or die. Let the men live as slaves if they want. I will not!'

Finally, Boudica and her army were defeated. The surviving Iceni people ran away, or were turned into slaves. Boudica probably killed herself with poison – her body has never been found.

The rebellion was so shocking to Emperor Nero, the ruler of the Roman Empire, that he wanted to withdraw from Britain!

In the end, the Romans occupied Britain for over 350 years more. But they also treated the British people more fairly and introduced lower taxes.

Boudica has been an inspiration to other female leaders such as Elizabeth I and Queen Victoria. Her rebellion was one of the most significant against the Roman Empire. Now, Boudica is remembered as one of Britain's greatest heroines.

British tales



Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/boudica>




www.britishcouncil.org/learnenglishkids

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Worksheet 7.

Write the major events that occur in *Boudica*. Then write about the setting of each event.

Appendix 21. Worksheet 7.

First	Setting
	
Next	Setting
	
Next	Setting
	
Last	Setting

8.5. Pre Test

Appendix 22. Pre Test

The Clever Crow

Once upon a time there lived a crow.

She had built her nest on a tree.

At the root of the same tree, a snake had built its home.

Whenever the crow laid eggs, the snake would eat them up.

The crow felt helpless. "That evil snake. I must do something. Let me go and talk to him," thought the crow.

The next morning, the crow went to the snake and said politely,

"Please spare my eggs, dear friend. Let us live like good neighbors and not disturb each other."

"Huh! You cannot expect me to go hungry. Eggs are what I eat," replied the snake, in a nasty tone. The crow felt angry and she thought, "I must teach that snake a lesson."

The very next day, the crow was flying over the King's palace. She saw the Princess wearing an expensive necklace. Suddenly a thought flashed in her mind and she swooped down, picked up the necklace in her beak and flew off to her nest. When the Princess saw the crow flying off with her necklace, she screamed, "Somebody help, the crow has taken my necklace."

Soon the palace guards were running around in search of the necklace. Within a short time the guards found the crow. She still sat with the necklace hanging from her beak. The clever crow thought, "Now is the time to act." And she dropped the necklace, which fell right into the snake's pit of house.

When the snake heard the noise, it came out of its pit of house. The palace guards saw the snake. "A snake! Kill it!" they shouted. With big sticks, they beat the snake and killed it. Then the guards took the necklace and went back to the princess. The crow was happy, "Now my eggs

A. Literal Comprehension

1. Where did the crow build her nest?

--

2. Where did the snake live?

--

3. What did snake like to eat?

--

4. How did the crow decide to do to solve the problem?

--

5. What was the princess wearing?

--

6. Why was the crow happy at the end pf the story?

--

B. Inferential Comprehension

1. Why did snake eat crow's eggs?

--

2. Why did the crow feel angry?

--

3. Why did the crow decide to take the princess necklace?

--

4. Why did the guards kill the snake?

--

5. Were the crow and the snake good neighbors?

--

C. Critical Comprehension

1. Do you think the crow made an intelligent decision? Why?

--

2. Why good relationships with others are important?

--

3. What do you think is the moral of the story?

--

4. What do you usually do when you have a conflict with somebody else?

--

5. Is it important to be a good neighbor? Why?

--

Practical English

Read the story and answer the questions below.

The Clever Crow

Once upon a time there lived a crow.

She had built her nest on a tree.

At the root of the same tree, a snake had built its home.

Whenever the crow laid eggs, the snake would eat them up.

The crow felt helpless. "That evil snake, I must do something. Let me go and talk to him," thought the crow.

The next morning, the crow went to the snake and said politely,

"Please spare my eggs, dear friend. Let us live like good neighbors and not disturb each other."

"Huh! You cannot expect me to go hungry. Eggs are what I eat," replied the snake, in a nasty tone. The crow felt angry and she thought, "I must teach that snake a lesson."

The very next day, the crow was flying over the King's palace. She saw the Princess wearing an expensive necklace. Suddenly a thought flashed in her mind and she swooped down, picked up the necklace in her beak and flew off to her nest. When the Princess saw the crow flying off with her necklace, she screamed,

"Somebody help, the crow has taken my necklace."

Soon the palace guards were running around in search of the necklace. Within a short time the guards found the crow. She still sat with the necklace hanging from her beak. The clever crow thought, "Now is the time to act." And she dropped the necklace, which fell right into the snake's pit of house.

When the snake heard the noise, it came out of its pit of house. The palace guards saw the snake. "A snake! Kill it!" they shouted. With big sticks, they beat the snake and killed it. Then the guards took the necklace and went back to the princess. The crow was happy, "Now my eggs will be safe," she thought and led a happy and peaceful life.

Taken from <http://www.saglikli-yar-sinli.net.com/The-Clever-Crow.html>

A. Literal Comprehension

1. Where did the crow build her nest?

Her nest on a tree.



2. Where did the snake live?

Snake live in

3. What did snake like to eat?

Snake like the eggs to eat

4. How did the crow decide to do to solve the problem?

5. What was the princess wearing?

expensive necklace

6. Why was the crow happy at the end pf the story?

He eggs will be safe

B. Inferential Comprehension

1. Why did snake eat crow's eggs?

11

2. Why did the crow feel angry?

because the snake will eat ~~the~~ crow's eggs

3. Why did the crow decide to take the princess necklace?

4. Why did the guards kill the snake?

because snake attack princess

5. Were the crow and the snake good neighbors?

C. Critical Comprehension

1. Do you think the crow made an intelligent decision? Why?

2. Why good relationships with others are important?

because but hat problems

3. What do you think is the moral of the story?

4. What do you usually do when you have a conflict with somebody else?

but differences

5. Is it important to be a good neighbor? Why?

8.6. Post Test

Appendix 23. Post Test

A Hike Back in Time

By Pam Walker

Last year, I went to the Grand Canyon for the first time. I wanted to walk the same paths my grandmother walked many years ago and see the sights she saw. As I followed in her footsteps, I felt like I was taking a trip back in time!

I never knew my grandmother, but I have a picture of her. She is standing in front of a waterfall. On our first day my parents and I paused at a ledge. We looked down into the deep canyon. "I wonder if that's the trail to the waterfall," I said.

The desert colors were beautiful. I love the shades of browns, greens, and yellows. I wonder what my grandmother had thought when she looked across the canyon. Had the sun warmed her face the way it warmed mine?

We walked for a long time along the trail, but we didn't find the waterfall. As the sun rose higher in the sky, we put on hats to shade our faces.

My dad said, "Maybe we should turn back and get a fresh start tomorrow."

Then I saw a sign. "Supai!" I said. "That's the village I read about. Maybe somebody there knows about the waterfall."

"What do you think?" my dad asked my mom.

"Well, we've come this far," Mom said. I think we should keep going."

"On to Supai!" I cried.

In Supai,, we met an old man who worked at a store. I asked if I could take his picture for my scrapbook. Then I showed him the picture of my grandmother. He smiled when he looked at the picture and said that my grandmother had a kind face.

"I want to find the same waterfall," I informed him. "I want to see all the things my grandmother saw."

"That's Mooney Falls," he said. "Stay at the lodge tonight and go there in the morning."

"Can we, Dad?" I asked. "Can we, Mom?"

"Well, we've come this far," they said.

I was so excited about hiking to Mooney Falls, I was afraid I Wouldn't sleep. But I did sleep because our long hike had made me tired. I fell asleep right away.

When I opened my eyes the next morning, my dad was already awake.

"Let's go!" he said. "We have an appointment with Mooney Falls, remember?"

"Not so fast," said Mom. "First, we need to get some supplies."

We returned to the store and bought some water, a compass, and a trail map.

"Ready, Mom?" I asked impatiently.

"Ready," she said. "Now we're prepared for a long day on the trails."

"Hold on to the chain!" Mom said.

"Watch your step!" Dad said. We hiked deeper and deeper into the canyon. Each trail was more thrilling than the last.

"I'm glad we bought the map trail," I said. "Supai seems so far away."

Mom smiled. "I know how much you want to find Mooney Falls," she said. "I want to find it, too."

"Do you think Grandmother used a trail map?" I asked.

"No," Mom said. "My mother knew this canyon. It was like her own backyard. She could thrive in the wilderness."

"Shhh," Dad said. "I hear something."

We heard the faint sound of the water in the distance. As she walked, the noise got louder and the air felt cooler. Then we turned a corner, and the trail stopped. I saw a tall waterfall pouring into a clear pool.

"Mooney Falls!" I cried.

I glanced at my grandmother's picture. "It looks just like it did fifty years ago."

I dipped my hand into the cool water and let it pour through my fingers. I wondered if my grandmother had done the same thing.

"We should go back," Dad said. "But first, we need a picture."

I stood in front of the waterfall while Dad pulled the camera out of his bag.

"Wait a second," Mom said. She picked up a stick from the side of the trail. "You need a walking stick. Now, you look just like your grandmother."

I looked at the picture again and then held it up.

"Grandmother and I are visiting the waterfall together!"

Read the story and answer the questions below.

A. Literal Comprehension

1. Where did the main character go last year?

2. Did she know her grandmother?

3. When she found the canyon, what did she see?

4. What is Supai?

5. Who did she meet in Supai?

6. What did she want to find in Supai?

B. Inferential Comprehension

1. Do you think she loves her grandmother? Why?

2. Why did she want to find the Mooney Falls?

3. Do you think her grandmother was an adventurous woman? Did grandma like the adventures? Why?

4. Why did she go to the Grand Canyon with her mom and dad?

5. Do you think she misses her grandmother? Why?

C. Critical Comprehension

1. In your opinion, how did she feel when she found the waterfall?

2. Do you like the setting of the story? Why?

3. She went to the Grand Canyon with her parents; what do you think about sharing with the family?

4. In your opinion, how did she feel when she finally took a picture exactly the same as her grandma did years before?

5. What is the moral of the story for you?

8.7. Instruments for the intervention

Appendix 24. Diario del estudiante

8.7.1 Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 1 (contextualización).

1. ¿Qué aprendiste hoy?	
2. ¿Cómo te ayudó el profesor a entender la lección?	
3. ¿Cómo te ayudo el uso de la tecnología a entender el tema?	
4. ¿Entendiste las características de este tipo de textos? ¿Cómo te ayudará esto en tu comprensión de este tipo de textos?	

8.7.2 Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 2 (modelación).

1. ¿Crees que entender las partes en que se divide el texto te ayudará a una mejor comprensión del mismo? ¿Por qué?	
2. ¿Qué actividad de la clase fue la que más te ayudó a comprender el texto?	
3. ¿Qué tanto te ayudó el profesor a comprender?	
4. ¿Fueron útiles las ayudas tecnológicas? ¿Por qué?	
5. ¿Qué aprendiste hoy?	

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 3 (construcción conjunta).

1. ¿Qué aprendiste hoy?	
2. ¿Puedes reconocer claramente las partes de un texto narrativo?	
3. ¿Fuiste capaz de organizar un texto parecido? ¿Qué tal fue la experiencia?	
4. ¿Qué tan importante fue la ayuda con herramientas tecnológicas en la clase?	
5. Al identificar los momentos más importantes en la trama (plot), ¿Cómo nos ayuda eso a comprender mejor el texto?	

6. ¿De qué manera te ayudo el hecho de trabajar en equipo para entender mejor el texto?	
---	--

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 4 (escritura independiente).

1. ¿Fueron claras las instrucciones para crear tu propia narración? ¿Por qué?	
2. ¿Comprender mejor estas narraciones después de haberlas leído y analizado te permitió poder escribir el texto de manera más fácil? Explica.	
3. ¿Fue importante el papel del profesor en este momento?	
4. ¿Es más fácil para ti escribir un nuevo texto narrativo?	
5. ¿Las mediaciones tecnológicas fueron importantes en este proceso?	
6. ¿Qué dificultades tuviste en la producción de la nueva historia?	

Appendix 25. Application examples

Giandugi Tank Gil Aneta

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 1 (contextualización).

1. ¿Qué aprendiste hoy?	hoy aprendí a algo nuevo para mí.
2. ¿Cómo te ayudó el profesor a entender la lección?	Me ayudo explicandome lo que teníamos que hacer.
3. ¿Cómo te ayudo el uso de la tecnología a entender el tema?	Por que la tecnología puede buscar lo que nos es inteligente.
4. ¿Entendiste las características de este tipo de textos? ¿Cómo te ayudará esto en tu comprensión de este tipo de textos?	Si, me ayudara por que cada vez que lo damos lo voy entendiendo

Andrés Jaraba

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 1 (contextualización).

1. ¿Qué aprendiste hoy?	hoy hablamos de una historia
2. ¿Cómo te ayudó el profesor a entender la lección?	por que tomaba los buenos ejemplos
3. ¿Cómo te ayudo el uso de la tecnología a entender el tema?	porque era mas divertido
4. ¿Entendiste las características de este tipo de textos? ¿Cómo te ayudará esto en tu comprensión de este tipo de textos?	si, me ayudara si me lo explican bien como el profesor Orlando

Diario del estudiante. *Mazya Muñoz A.*

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 2 (modelación).

1. ¿Crees que entender las partes en que se divide el texto te ayudará a una mejor comprensión del mismo? ¿Por qué?	Si, porque ayuda a guardar la información más fácil y también ayuda a entender mejor las acciones de cada personaje.
2. ¿Qué actividad de la clase fue la que más te ayudó a comprender el texto?	la de separar orientation complication y resolution.
3. ¿Qué tanto te ayudó el profesor a comprender?	el profesor me ayudo a entender mejor la parte de scanning.
4. ¿Fueron útiles las ayudas tecnológicas? ¿Por qué?	Si, porque me permitieron aprender de forma distinta.
5. ¿Qué aprendiste hoy?	hoy aprendí el scanning.

Diario del estudiante.

Josua Gilman

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 2 (modelación).

1. ¿Crees que entender las partes en que se divide el texto te ayudará a una mejor comprensión del mismo? ¿Por qué?	Yo creo que si ya que así podemos identificar los problemas.
2. ¿Qué actividad de la clase fue la que más te ayudó a comprender el texto?	Skimming
3. ¿Qué tanto te ayudó el profesor a comprender?	Mucho ya que él me explicó todo.
4. ¿Fueron útiles las ayudas tecnológicas? ¿Por qué?	Si ya que así me divierto y aprendo.
5. ¿Qué aprendiste hoy?	Scanning

1. ¿Qué aprendiste hoy?	aprendimos a identificar diferentes adjetivos y verbos en pasado
2. ¿Puedes reconocer claramente las partes de un texto narrativo?	Si, porque él me lo nos dio diferentes técnicas para identificarlas
3. ¿Fuieste capaz de organizar un texto parecido? ¿Qué tal fue la experiencia?	
4. ¿Qué tan importante fue la ayuda con herramientas tecnológicas en la clase?	bastante importante para mí porque siento que es más divertido y se aclaran las cosas más rápido
5. Al identificar los momentos más importantes en la trama (plot), ¿Cómo nos ayuda eso a comprender mejor el texto?	entendimiento de la trama y la trama
6. ¿De qué manera te ayudó el hecho de trabajar en equipo para entender mejor el texto?	me ayuda haciéndolo más divertido y para que lo entendiera más mejor
7. ¿Qué dificultades tuviste durante la clase?	no tuve ninguna dificultad en la clase

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 3 (construcción conjunta).

1. ¿Qué aprendiste hoy?	Identificar roles regulares e irregulares
2. ¿Puedes reconocer claramente las partes de un texto narrativo?	Si, si las puedes identificar
3. ¿Fuieste capaz de organizar un texto parecido? ¿Qué tal fue la experiencia?	
4. ¿Qué tan importante fue la ayuda con herramientas tecnológicas en la clase?	Ayuda, porque siempre utilizamos libros y ahora podemos hacerlo más rápido y fácil
5. Al identificar los momentos más importantes en la trama (plot), ¿Cómo nos ayuda eso a comprender mejor el texto?	Ayuda, porque podemos entender mejor el texto
6. ¿De qué manera te ayudó el hecho de trabajar en equipo para entender mejor el texto?	Los ejemplos de mi compañero me pueden ayudar a entender mejor
7. ¿Qué dificultades tuviste durante la clase?	No tuve dificultades

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 4 (escritura independiente).

1. ¿Fueron claras las instrucciones para crear tu propia narración?	Si
2. ¿Comprender mejor estas narraciones después de haberlas leído y analizado te permitió poder escribir el texto de manera más fácil? Explica.	Si, porque via como era la estructura y de que se componen cada una
3. ¿Fue importante el papel del profesor en este momento?	Si, ya que el supo como explicar bien las cosas
4. ¿Es más fácil para ti escribir un nuevo texto narrativo?	Si, ya que todo lo visto en las clases me ha ayudado a saber como hacerlo
5. ¿Las mediaciones tecnológicas fueron importantes en este proceso?	SI me ayudo mucho ya que me parece m
6. ¿Qué dificultades tuviste en la producción de la nueva historia?	La verdad solo la inspiración facil enter der medi ante la tecnologí

Diario del estudiante.

El objetivo de este instrumento es tomar información respecto a la percepción de los estudiantes acerca de la aplicación del Enfoque Basado en Géneros Literarios (GBA) mediado por herramientas tecnológicas (CALL).

Diario del estudiante – lección 4 (escritura independiente).

1. ¿Fueron claras las instrucciones para crear tu propia narración?	Si, porque sirvió las explicaciones de forma que la entendimos lo suficiente
2. ¿Comprender mejor estas narraciones después de haberlas leído y analizado te permitió poder escribir el texto de manera más fácil? Explica.	Si, porque me ha dado narraciones de como poder hacerlo
3. ¿Fue importante el papel del profesor en este momento?	Si, porque él es el que le ha ayudado más a entender lo que se pide
4. ¿Es más fácil para ti escribir un nuevo texto narrativo?	Si, por las explicaciones que nos dio el profesor
5. ¿Las mediaciones tecnológicas fueron importantes en este proceso?	Si, porque me ayudaron a entender más cosas que yo no sabía
6. ¿Qué dificultades tuviste en la producción de la nueva historia?	No tuve dificultades gracias al profesor

Appendix 26. Teacher's Journal

8.7.3 Teacher's Journal

The teacher keeps a journal in which he writes an entry per lesson. The entries will be written after the lessons are taught.

Teacher's Journal - Lesson 1

School:			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to... <ul style="list-style-type: none"> • • • • 			

--

Teacher’s Journal - Lesson 2

School:			
Lesson:	Unit:	English level:	Grade:
<p>Specific objective: By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none">••••			

--

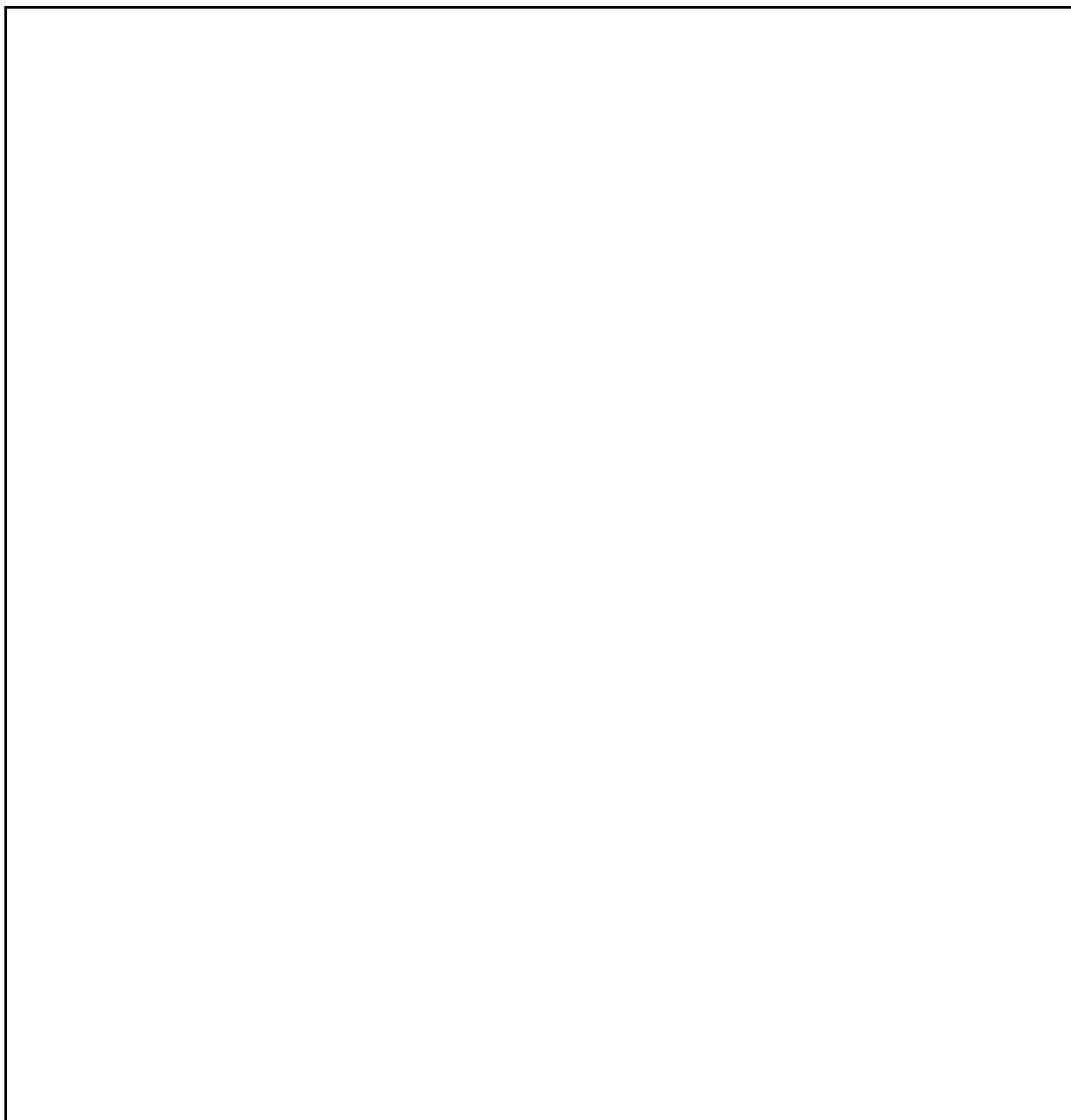
Teacher's Journal - Lesson 3

School:			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to... <ul style="list-style-type: none"> • • • • 			

--

Teacher's Journal - Lesson 4

School:			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to... <ul style="list-style-type: none"> • • • • 			



Appendix 27. Application examples

Contextualization.

(1)

Teacher's Journal

The teacher keeps a journal in which he writes an entry per lesson. The entries will be written after the lessons are taught.

Teacher's Journal - Lesson 1

School: <u>German School Parrangpilla</u>			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to...			
<ul style="list-style-type: none"> • • • 			
<ol style="list-style-type: none"> 1. The activity started with the introductory video that allowed Ss to have some clues about what the story was going to be about. Activity to activate Ss prior knowledge ran very well. Ss had the chance to demonstrate what they knew about the topic. 2. Then, teacher focused on "Making Predictions" strategy by taking a look at some pictures from the story. 3. When providing info about Authors, Ss realized how serious the text was and how professional people who worked on it are. 4. Ss engaged with the first online activity that was using Padlet. They should have left their comments on the wall. This time the activity was carried out by using mobiles. Since it was not possible to book a room at that time, Nevertheless, the activity ran very well from the Classroom and using the Smartboard. 			

Contextualization

②

Teacher's Journal

The teacher keeps a journal in which he writes an entry per lesson. The entries will be written after the lessons are taught.

Teacher's Journal - Lesson 1

School:			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to...			
<p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>→ After participating on Padlet Teacher gave them the charge (some of them) to reflect or complete, orally, the idea they left on the wall. The question was, about an object they would have liked to keep ^{save} from their past in order to keep it in the future. <u>Answers varied and they had the opportunity to exchange their ideas and points of view.</u></p> <p>5. The story was introduced successfully by the teacher. Purpose of the story was mentioned as well as what the story was going to be about. Also, that the text belonged to the narrative genre and that it is a short story. Teacher made some questions related to the terms "Short story" and "Narratives", as well as "Settings" and "Characters", for students to keep some other ideas in mind.</p> <p>→ Julián Gómez did not attend the class (Session)</p>			

any
reconstruction.

(3)

Teacher's Journal - Lesson 2

School: <u>Common School Durgamkilla</u>			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to:			
<ul style="list-style-type: none"> • • • 			

1. Teacher began the class by doing and reinforcing concepts of Skimming and Skimming as very helpful reading strategies. Student were very interested and they participated in a pair of exercises. However, some of them struggled when establishing differences between both strategies. The Audio-CD was not used in this part of the session even though it was considered in the initial plan.

2. Visualized text stages on the screen as the teacher explained to them the differences and characteristics in each of them. They were able to recognize those stages right away. They were engaged (students) with a sequence of events activity through drawing.

3. Students read the story in pairs and then they take turns to read paragraph 1 and 2 and teacher remind them to use Skimming for recognizing some clue features such as characters and setting. Students accessed to Padlet to leave a comment on setting and character traits. They should have made inference from the story.

Building
Deconstruction.

④

Teacher's Journal - Lesson 2

School:			
Lesson:	Unit:	English level:	Grade:
Specific objective: By the end of this lesson, students will be able to...			
<ul style="list-style-type: none"> • • • 			
<p>This time they were more engaged in the activity because it took place in a lab classroom and some of them had the choice to record videos and voice as well as written comments, so they had options to participate.</p> <p>④ Vocabulary activity ran pretty well. Quizlet worked perfectly and students were working with 600 words from the texts, most of them adjectives and verbs. So they reinforced in the vocabulary and how it is related to the story. We tried Quizlet live which is a cooperative on-line tool that basically is about teams working virtually together and for a same common purpose, so collaborations ^{took} place so well.</p>			

⑤

Teacher's Journal - Lesson 3

School:			
Lesson:	Unit:	English level:	Grade:
Specific objectives: By the end of this lesson, students will be able to...			
<p>•</p> <p>•</p> <p>•</p> <p>⑩ Students understood the concept of adjective and they were able to work individually to find some of them in the first part of the story. Adjectives were easily found for the most of them, nevertheless I could notice that activities in which students need to copy, observe and write are carried out slowly, or they need more to for the development of those.</p> <p>Students continued working with grammar patterns but now identifying actions in past. Teacher displayed the story on the Smartboard and read the first paragraph at the same time. In a worksheet learners were had to highlight the actions in past (4 first paragraphs of the story).</p>			

⑥

Teacher's Journal - Lesson 3

School:			
Language:	Unit:	English level:	Grade:
Specific objectives: By the end of this lesson, students will be able to...			
<p>•</p> <p>•</p> <p>•</p>			
<p>This activity was pretty familiar for students since they had a previous knowledge about the use (form and function) of the simple past, and actions, specifically. However, I reinforced in this concept for them to clarify, remind or understand it better.</p> <p>Moreover, students had the chance to practice verbs and vocabulary related in Quizlet.com which was really funny and engaging for them. They almost always seemed to be motivated and with the development of activities using technologies or virtual platforms. They usually had the chance to share with their partners doubts they had about any concept or term so they could have been able to finish or answer the activities successfully. They loved Kahoot activity to practice with the verbs, as a closing.</p>			

Joint Construction

⑦

Teacher's Journal - Lesson 3

School:			
Lesson:	Date:	English level:	Grade:

Specific objective: By the end of this lesson, students will be able to...

- Recognize and organize similar texts.
- Use the sequence of events.

11. Teacher had to review the most important concepts learnt in the whole first part of the intervention since there was a gap of a week and a half after the last session. ~~After the review~~ The review part was done with the support of a plickers activity in which students should have to work in groups of three to choose the correct option. They were engaged ~~during~~ with the activity, most of them got a true answer. Using the worksheet 6, students were able to reorganize a story, pointing in the three most important moment. Now, it is easier for them to recognize ~~it~~ them. They also were able to identify characters and setting in the same story. After they used the sequence of event as a strategy to organize the text. Teacher reinforced the concept of plot.

Independent Writing

2

Teacher's Journal - Lesson 3

School:			
Lesson:	Unit:	English level:	Grade:

Specific objective: By the end of this lesson, students will be able to...

- Be able to write similar texts.
-
-

The teacher provide students some facts they should have used when writing their own texts. (Setting, characters). Students made many questions before starting ~~work~~ to work. Doubts were clarified, for the most of them the directions were clear. However, the teacher emphasized the "requirements" for students to write a new text.

It was equal important to explain student how to use the tool "Book Creator". That is basically a platform in which they can write their stories in a creative way, using images, sounds, video, etc. They were really interested in the creation of their books. Some of them were more interested in designing than ~~building~~ building their narratives. Nevertheless the environment when working with the tool was great. The texts are collected in the teacher's account.

8.7.4 Pre writing activity

Appendix 28. Pre writing activity

March The Lab ?

One day 9 (May) in California year 1504 Spencer Librot and Simon Librot is in the lab, Spencer is on his cell phone. Simon works on a new experiment. Billy is one of Simon's friends, Billy is a millionaire I made it does not work. Simon and Billy are very good friends. Lira is a friend of Billy, she is also a journalist. Jeanie is the secretariat of the laboratory, Jeanie is beautiful, because Spencer and Simon are in love with her.

That's why - Secretary

One day, Simon woke up very early to go to the lab. He worked for the experiment, a liquid touched ^{his} the leg (for Simon). Simon was scared. ^{became} Simon's leg state purple, watched his hand and her hand is purple.


Simon called Spencer, "Spencer/Spencer" Spencer run to the lab, when Spencer state his in the lab, Simon is not his. Spencer share the cure and share a Simon.

was 170 went

Spencer when to the city called for the cell phone / ? a Billy, Lira and Jeanie. Lira in the news tell about Simon. A person anony encounter to Simon. Spencer found the cure for the liquid, Simon eat the cure.

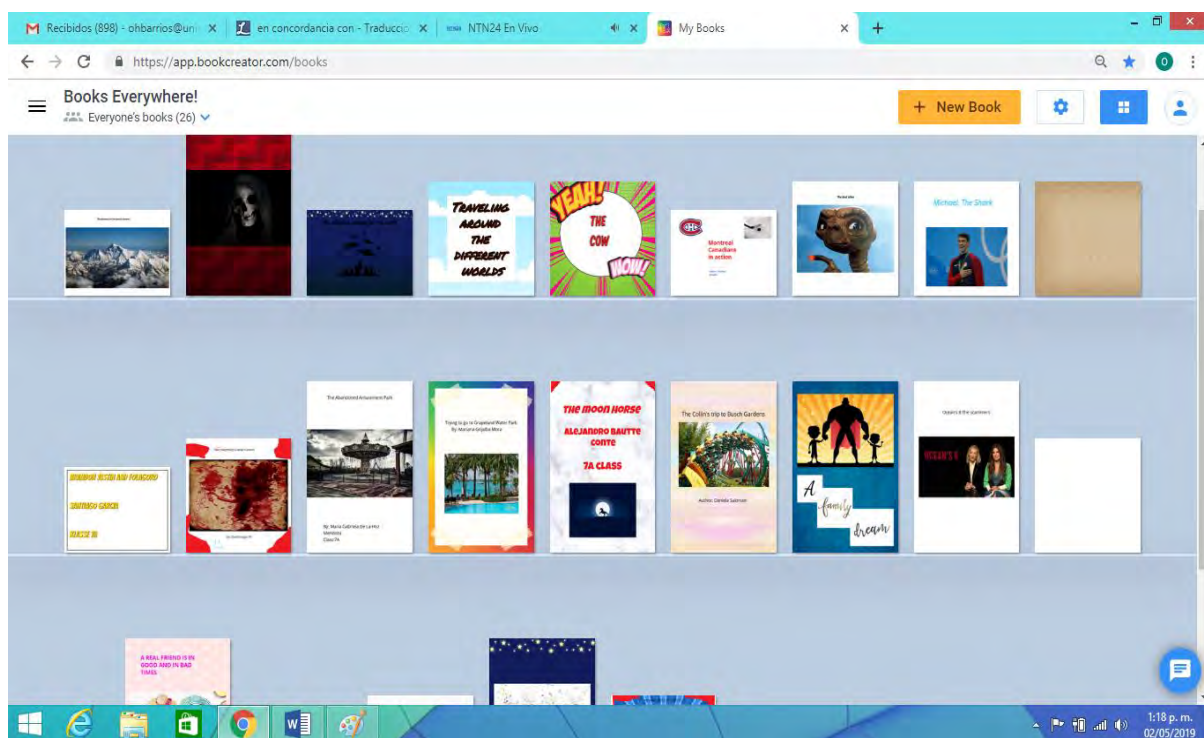
End ... found? drunk?

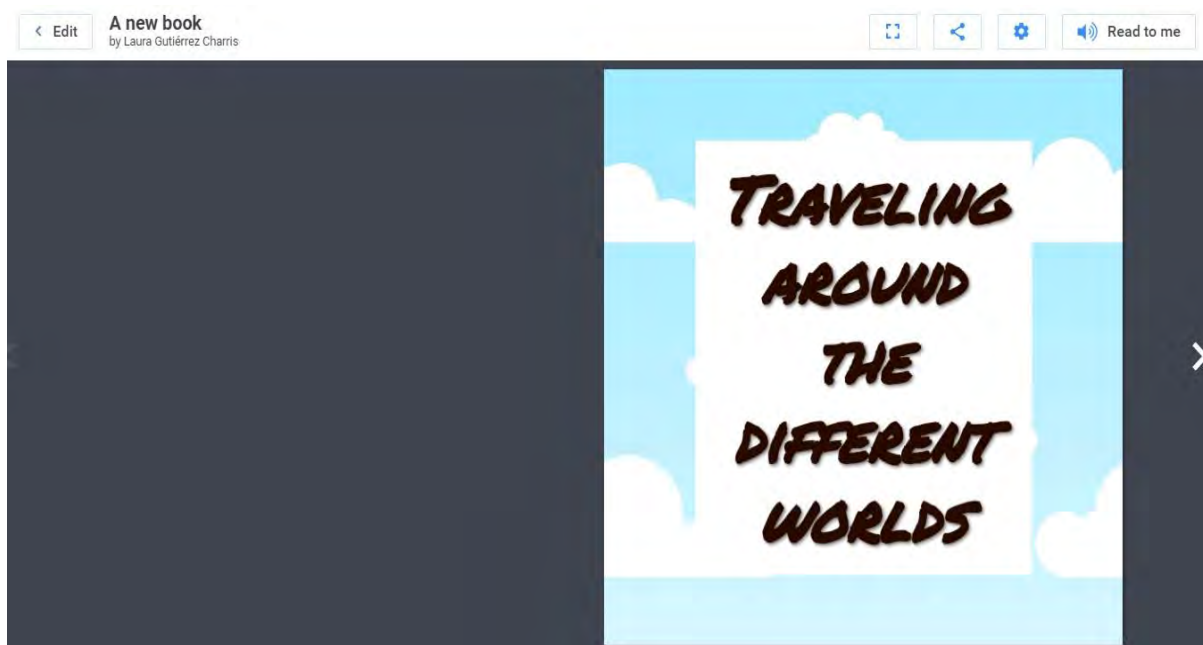
* Capital letter with proper names.
 * It needs consistency.
 * Practice past actions: Rachell Lopez Cardenas 6A



8.7.5 Post writing activity


Appendix 29. Post writing activity






< Edit A new book
by Laura Gutiérrez Charris

Read to me



LATER THEY FIND A WORLD THAT IT'S THE SAME AS THEIR WORLD. IN THIS WORLD THERE IS OTHER MARIO, OTHER ANA, AND OTHER JAVIER, THEY WERE AMAZED LIKE NEVER SO THEY LIVE IN THEIR "HOMES" FOR A VERY LONG TIME. BUT THERE IS A VERY SERIALLY PROBLEM...



THEY WERE FORGETTING EVERYTHING THAT THEY HAD LIVED IN THEIR PRAIRIE. ANA CALLED JAVIER AND MARIO AND SHE SAID THAT WAS HAPPENING BUT THEY DON'T BELIEVE IT SO ANA BOUGHT A PILL TO REMEMBER AND THE 3 FRIENDS REMEMBER ALL SO THEY CONTINUE.

< Edit A new book
by Laura Gutiérrez Charris

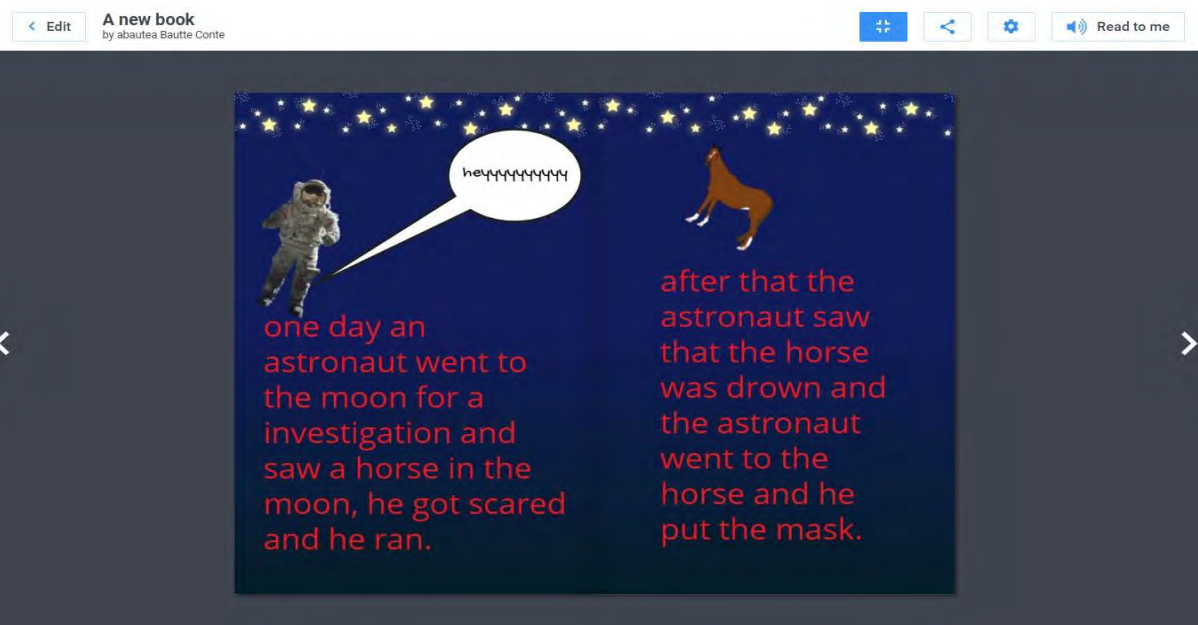
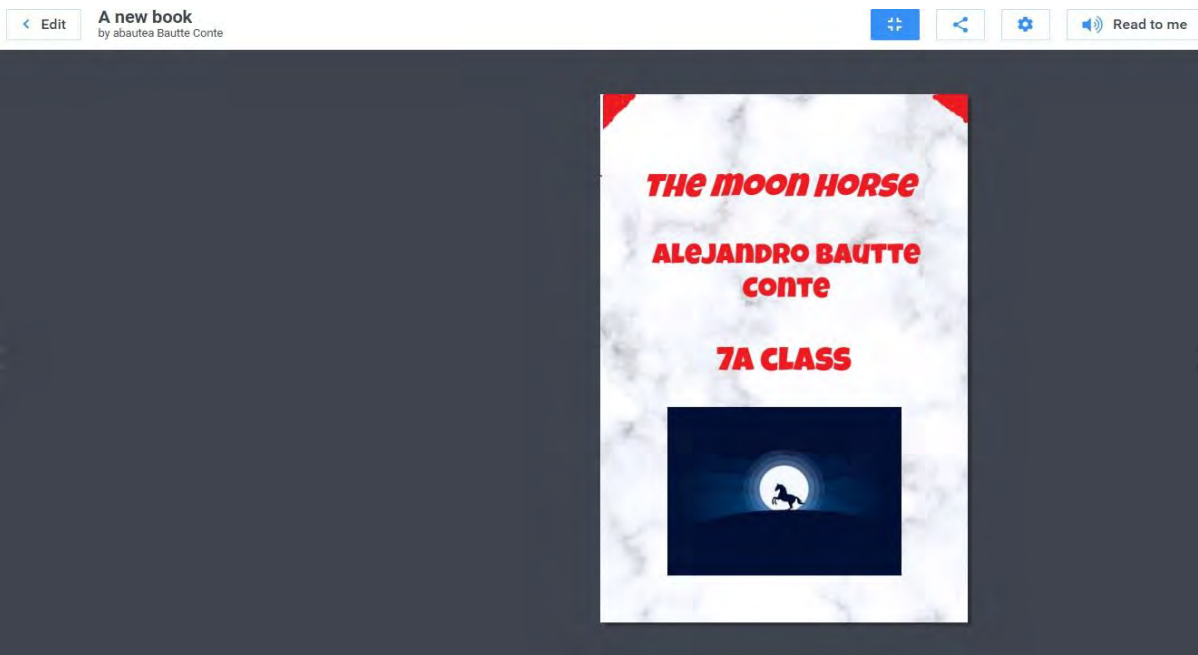
Read to me

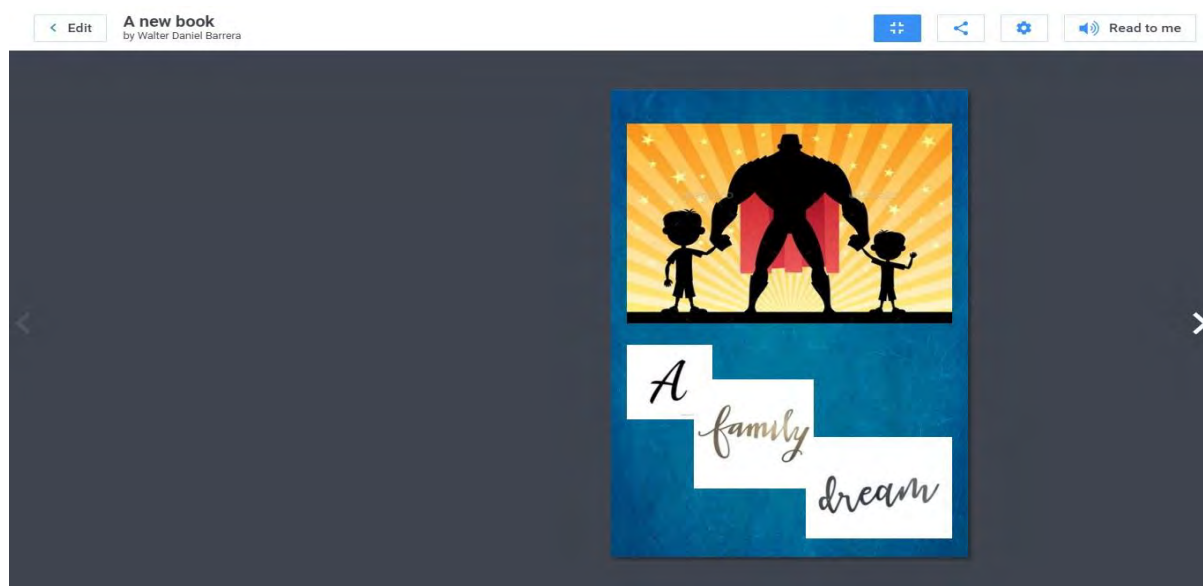
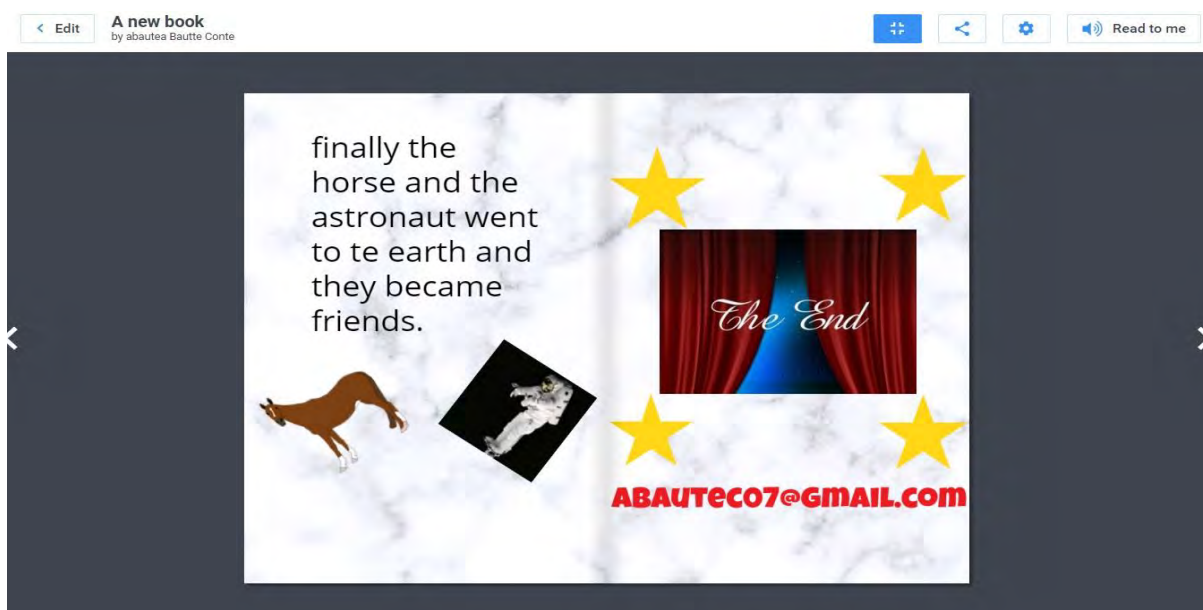


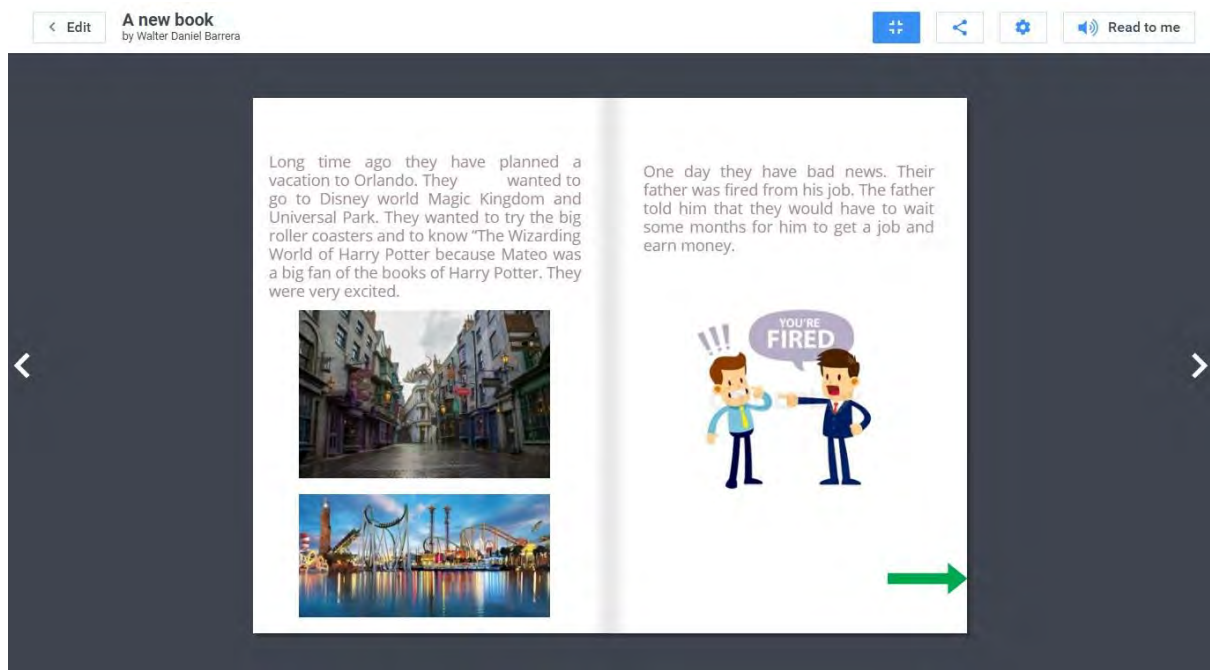
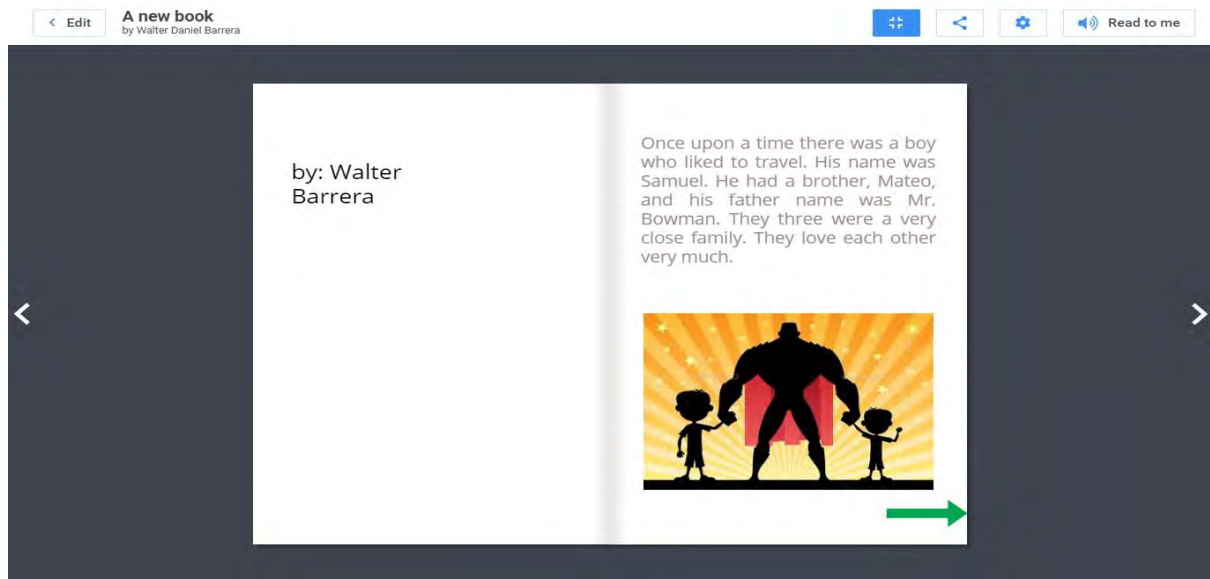
THEY FIND 6 WORLDS MORE. THE FIRST WAS ABOUT DIAMONDS, THE SECOND ABOUT PAPER, THE THIRD WAS ONLY WATER THEN A WORLD WHICH ALL PEOPLE ARE IN VACATIONS. LATER A UNICOLOR WORLD, THERE WAS ONLY WHITE AND BLACK AND THE LAST ONE WAS A WORLD THAT ONLY HAVE UNICORNS. THEN THE 3 FRIENDS CAME BACK TO THEIR HOUSES AND THEY LIVE HAPPY FOREVER.

THE END

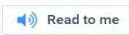



HECHO POR: LAURA GUTIÉRREZ
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DEDICADO A: MIS PAPAS
KLASSEN 7A








[Edit](#) **A new book**
by Walter Daniel Barrera





But Samuel could not wait. He was very sad, angry and disappointed. Samuel's father struggled to get a job but he did not succeed. Mateo told to Samuel they need to support their father and be patient. Samuel calm down and hugged his dad.







1 month later

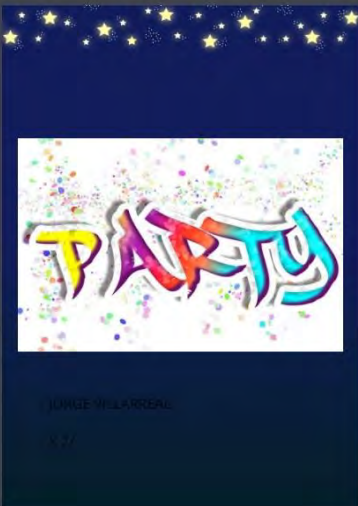
One day Mr. Bowman returned home and said "children I have good news I get a new job. In the next vacations we can go to Orlando". Finally in July they went to Orlando and they enjoyed it very much. It was better than they imagined.





[Edit](#) **the party**
by JORGE VILLARREAL










JORGE VILLARREAL

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[Edit](#)

the party
by JORGE VILLARREAL





One day a boy in Miami called Juan stay alone home because she mom called Sofia not is here and he decided organize a party with he friend Carlos and he invited many people and buy many food .

when the police arrived ,they all started to scape but Juan and Carlos did not do it and he assumed the responsibility . Then the police called his mother Sofia and the very angry mother came home when the mom arrived ...

In the moment that the people coming the party begin all start good and then bad because all the party is crazy .

a punishment on Juan and he very responsibly assumed the punishment he asked for forgiveness from his mother and promised he would not do it again

they all started to destroy the house and make food wars ,until they reached a point where they called the attention of the whole neighborhood and they called the police complaining

THE END...

